DOCUMENT RESUME

ED 135 413 JC 770 142

TITLE Evaluating Educational Outcomes at Delhi--1964-1970. Report #1: Evaluation of Questionnaires Mailed to 1966-1970 Graduates.
INSTITUTION State Univ. of New York, Delhi. Agricultural and Technical Coll.
PUB DATE Feb 72
NOTE 253p.; Variant title: Follow-up of Educational Programs and Services at Delhi College

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS Academic Achievement; *Demography; *Employment Experience; Followup Studies; *Graduate Surveys; Job Skills; Job Training; *Junior Colleges; Occupational Aspiration; Occupational Mobility; Participant Satisfaction; *Program Attitudes; Program Effectiveness; Technical Institutes; Transfer Students; Vocational Adjustment; *Vocational Followup

ABSTRACT

A questionnaire was mailed to an unstratified random sample of 250 graduates from a population of 2,159 who graduated between 1966 and 1970, in order to obtain comprehensive data regarding the demographic characteristics of graduates, the graduates' evaluation of experiences at Delhi College, the status of employed graduates, evaluation of transfer experiences of graduates, and general comments of graduates regarding their education at Delhi. The response rate was 68%. Non-respondents were sampled and determined not to systematically differ from the respondent group. Results of the survey indicated: (1) graduates were not geographically mobile; (2) graduates most often accepted positions in the service or manufacturing sectors of the economy; (3) most graduates' first position was clerical in nature; (4) graduates were relatively stable in relation to their jobs; (5) almost half eventually entered an upper division institution and 71% of these received the baccalaureate; (7) the majority found Delhi to be educationally demanding and stimulating; (8) graduates perceived the college's mission as preparing them for employment; (9) most graduates' employment was related to their majors; and (10) almost all experienced satisfactory relationships with instructors. Appended are edited comments of the graduates pertinent to their Delhi experience. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED135413

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATING EDUCATIONAL OUTCOMES AT DELHI — 1964 - 1970

State University
Agricultural & Technical College
Delhi, New York

JC 770 142

FOLLOW-UP OF EDUCATIONAL PROGRAMS AND SERVICES AT DELHI COLLEGE

REPORT #1: Evaluation of Questionnaires Mailed to 1966-1970 Graduates

State University
AGRICULTURAL AND TECHNICAL COLLEGE
Delhi, New York

February, 1972

FOREWORD

In June of 1970 I requested that the Dean of Faculty establish a committee which would encourage the development of a continuous, more systematic follow-up process for the College. Several meetings of the committee were held and resulted in my appointment of a temporary task force in June of 1971 headed by the Associate Dean of Faculty and aided by the Director of Placement and the Counseling Center Director. The task force was charged with establishing a continuous, comprehensive, and systematic follow-up process to improve Delhi College's educational effectiveness for those it serves.

The following are several basic objectives relative to follow-up the task force has defined thus far:

1. Establishment of a follow-up process with educational benefit to the greatest number of persons served by the College.

2. To determine how effectively the College is meeting the needs of those it serves.

3. To determine how well the stated objectives of the College are being achieved.

4. To question the assumptions on which the College programs are based; testing their continued validity.

5. To re-examine and ascertain the validity of present College program goals and objectives.

6. To open up new College program alternatives.

7. To re-examine the validity of performance criterion tests used in measuring the achievement of certain College program objectives.

8. To develop information useful in defining certain College program goals and objectives and in the continued development and improvement of program methods.

In short, the concepts embraced within the scope of follow-up activities being developed and implemented at Delhi College include: (1) clarifying what the College is attempting to do; (2) clarifying the important tasks among the many activities of the College; and (3) evaluating the effectiveness of certain College programs and efforts. Various facets of the College's educational programs and services need to be investigated, with varying degrees of intensity, including: adaptations of curriculum and instruction; entrance requirements; career counseling and placement; grading standards, etc.

Early in its work the task force found it necessary to define two concepts basic to evaluation: outcomes and follow-up.

"Outcomes" have been defined operationally as:

> The products (measured qualitatively and quantitatively) resulting from the College's educational program and services activities and processes.

By "follow-up" is meant:

> A continuous, comprehensive, and systematic process for reviewing and evaluating College program outcomes, the results of which lead to decisions and actions designed to maintain and improve the continued future educational effectiveness of the College by optimum means.

The task force also identified existing research and information completed relative to follow-up studies at the College. Forty-seven separate follow-up related activities were documented for the period 1961-1971. Thus, follow-up activities have been conducted over the years even if on an informal basis.

To initiate a continuous, systematic follow-up process the task force developed an initial multi-faceted program for the first year to include: (1) questionnaires mailed to recent graduates and non-graduates; (2) a questionnaire mailed to employers of recent graduates; (3) on-campus curricula meetings with selected graduates, employers, and advisory committee members; and (4) on-the-job field interviews with graduates and employers. To assess the achievement of educational outcomes means the College must confer with and seek the counsel of those who can offer valid, reliable, and useful testimony and information. It is assumed our alumni, employers, and advisory committee members can help provide an important measure of this information. Thus, a multi-faceted (in contrast to one dimensional) approach has been utilized to encourage flexibility, cross-examination, maximum participation, validity and usefulness of the follow-up results.

The following is a report for phase one - the questionnaire mailed to graduates. A large debt of gratitude is owed to the many who participated in this phase of the follow-up process, especially to the many graduates (73%) who responded to the questionnaire.

I am proud to state that there are few colleges which could ask for a greater participation from their own graduates.

W. R. Kunsela
President

February, 1972

CONTENTS

Page

FORWORD i

INTRODUCTION 1

METHOD 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 9

FINDINGS 15

Demographic Characteristics of Graduates 15

- Geographic Shifts and Patterns 15
- Employment Shifts and Patterns 22
- Continuing Education Shifts and Patterns 36

The Graduates' Evaluation of Experiences at Delhi College 42

- Visualization of the College 42
- Admissions Counseling 47
- Educational Experiences 50
- Counseling and Guidance Assistance 52
- Relationship with Instructors 54
- Academic Advisement and Career Planning 58
- What the Graduates Would Have Done Differently 62
- The Most Important Outcomes 64
- Evaluation of the Instructional Program 70

Information From Employed Graduates 76

- Changes in Career Goals 77
- Job Performance in Relation to Graduate Expectations 86
- Degree to Which Positions of Employment Have Matched Curriculum Major Objectives 89
- Work/Study Leading to Full-Time Positions 92
- Responsibility for the Work of Others 96
- Progress Made in Achieving Career Goals 101
- Experiences with Continuing Education and Training 103
- Instructional Areas of Study Beneficial in Achieving Career Goals 108
- Tasks or Skills Requiring the Greatest Skill or Competence 117
- Courses of Benefit in Helping Graduates Achieve Their Career Goals 121

Page

Evaluation of Transfer Experience by Graduates Who Transferred After Leaving Delhi 122

When the Graduates Decided to Transfer 122
Persons Most Influential in the Final Decision to Transfer 128
Most Significant Factors in Making the Final Decision to Transfer 131
How the Experience at Delhi was Helpful in Transferring 137
How Delhi Can Help Solve Transitional Problems 142
Instructional Emphasis at Upper Division Institutions 145
Courses Taken at Delhi Most Helpful to Transferees 150

General Comments of Graduates 151

TABLES

I General Systems Analysis for Curriculum Development 8

II General Educational Development Levels 165

CHARTS

A- 1 Locational Shifts of Delhi Graduates (1966-70) 16
A- 2 Pattern of Locational Shifts of Delhi Graduates (1966-70) 18
A- 3 Residency of 5072 Alumni (1915-71) 20
A- 4 Residency of 6072 Alumni (1915-71) 21
A- 5 Comparison by Employment Sector for Graduates Who Accepted a Full-Time Position After Graduation 23
A- 6 Comparison by Employment Sector for All Graduates Holding a Bachelor's Degree 23
A- 7 Comparison by Area of Work for Graduates Who Accepted a Full-Time Position After Graduation 25
A- 8 Comparison by Area of Work for All Graduates Holding a Bachelor's Degree 27
A- 9 Selected Employment and Educational History Findings for All Graduates 33
A-10 How Graduates Visualized the College at the Time of Entry 44
A-11 How Present Entering Students Visualized Delhi College at the Time of Entry 46

Page

A-12 Graduates' Rate Reliability of Curriculum Information Provided Through Delhi's Admissions Counseling 48
A-13 How Demanding and Stimulating the Graduates Felt Their Educational Experiences Were at Delhi 51
A-14 Counseling and Guidance Assistance Received by Graduate While at Delhi 53
A-15 The Graduates' Relationship With Instructors While at Delhi 56
A-16 Graduates Strong Personal Attributes Which Should Have Been Considered in Academic Advisement and Career Planning at Delhi 60
A-17 Changes in Earlier Educational and Career Decisions the Graduates Would Now Make After Evaluating Their Experiences 63
A-18 The Most Important Overall Outcomes of the Graduates' Education and Training at Delhi 66
A-19 The Purpose Present Entering Students Hope to Accomplish by Attending Delhi College 68
A-20 The Graduates' Overall Evaluation of Instruction at Delhi Using Selected Factors 72
A-21 Changes That Have Taken Place in Graduate Career Goals Since First Entering Delhi 79
A-22 The Status of Present Entering Students' Career Plans at Delhi College 80
A-23 How the Graduates Compare Actual Job Performance With Their Expectations at the Time of Graduation from Delhi 88
A-24 The Degree to Which the Graduates' Positions of Employment Have Been Related to the Objectives of Their Curriculum Major at Delhi 90
A-25 The Extent to Which Work/Study Experiences at Delhi Can Lead to Full-Time Positions of Employment 94
A-26 The Degree to Which the Graduates' Positions of Employment Require Them to be Responsible for the Work of Others 98
A-27 The Degree of Graduate Satisfaction With Progress Made Toward Achieving Their Career Goals 102
A-28 The Graduates' Experience With Additional Education and Training Since Graduation from Delhi 105
A-29 Extent to Which Graduates Feel Curricular Areas of Study Assisted in Achieving Their Career Goals 110
A-30 When the Graduates Decided to Transfer 124
A-31 What Persons Influenced the Graduate's Final Decision to Transfer 129

Page

A-32 The Most Significant Factors Influencing the Graduate's Decision to Transfer 133
A-33 How the Graduate's Experience at Delhi Was Helpful in Transferring 139
A-34 What Delhi Might Have Done to Help Solve Transition Problems Encountered in Transferring 143
A-35 Evaluation of Instructional Emphasis at Upper Division Institutions 147
A-36 Evaluation of Specialization in Major Field at Upper Division Institutions 149

APPENDICES

A Graduates' Assessment of Job Tasks or Skills Requiring the Greatest Skill or Competence 152

B General Educational Development Levels 164

C Graduates' Assessment of Courses and Areas of Study of Benefit in Achieving Their Career Goals 166

D Graduates' Assessment of Courses Taken at Delhi Helpful for Purposes Other Than Possible Transfer Credit 176

E General Comments and Testimony of Graduates in Evaluating Their Experiences 183

INTRODUCTION

A recent study by the University Research Corporation shows that fewer than 15 percent of United States colleges and universities conduct follow-up studies on a regular basis. For the college not to avail itself of the graduate's experience and often wide and successful background is to overlook persons who have much to contribute to the college's success.

The purpose of this phase of the follow-up process was to assess the quality of certain educational outcomes for the aggregate of Delhi graduates from 1966 through 1970. The measure of educational outcomes must of practical necessity always be limited in any one study and the principal criterion employed to gauge the relevance of outcomes proposed to be tested was "is the objective of educational benefit to the greatest number of persons served by the College?"

In all cases the information requested was delimited to that which could not be obtained in a more efficient manner. Some essential questions could have more effectively been answered by the graduates at the time they first entered Delhi and again at the time of their graduation. (For instance, what were the graduates' impressions of the College when first entering?) Hence, the questionnaire will be more effective in the future as the follow-up study process is further refined.

The principal questions tested in the follow-up survey were broad in scope, namely: "How did the graduate visualize "the College at the time of entry?"; "How well did curriculum information provided through Delhi's admissions counseling match experiences after admission?"; "How demanding and stimulating did the graduate find educational experiences at Delhi?"; "What counseling and guidance assistance did the graduate receive as a student at Delhi?"; "What was the relationship between the graduate and instructors while at Delhi?"; "Were there strong personal attributes or qualities the graduate had when entering Delhi which should have received more attention in academic advisement and career planning?"; "If the graduate had it to do over again, what would have been done differently?"; "What were the most important overall outcomes of the graduate's education and training at Delhi?"; "How does the graduate rate faculty competency, grading standards, instructional emphasis, and depth and breadth of specialization in the major field studied at the College?"; "What changes have taken place in the graduate's career goals since entering Delhi?"; "How does the graduate compare actual job performance with expectations at the time of graduation from Delhi?"; "To what degree has the graduate's position(s) of employment involved supervisory responsibility?"; "What job tasks require the greatest skill or competence of the graduate?"; "How satisfied is the graduate with progress made toward achieving chosen career goals?"; What has been the graduate's experience with additional training and education since graduation?" "How beneficial have certain courses been in helping the graduate achieve chosen career goals?"; "If the graduate transferred, when was this decision made and what "were the most significant factors involved?"; "What progress have graduates made who have transferred?"; "In what way was the graduate's experience at Delhi helpful in transferring?"; "How do the graduates rate the instructional program at the colleges to which they transferred?"; "What courses at Delhi were most helpful in transferring, aside from any transfer credits allowed?"

The "tone" of the mailed questionnaire was designed to assure respondents that the College has nothing to hide, that its problems are not insurmountable, and that its personnel is sincere in its desire to take specific steps needed to improve the institution's educational services and programs. It is presumed that in the last analysis, a criterion for judging a program is what happens to the people involved in it in light of relevant objectives of the college and the larger community which it serves. Thus stated, program objectives at the college become important benchmarks for evaluation of degrees and kinds of educational success. In this process new objectives and opportunities for educational service to people are tested and may suggest fresh approaches to problems of education and training the college has perhaps been too close to see clearly.

Only the major findings, conclusions, and recommendations for the study of graduates between 1966 and 1970 is presented herein. Thus, the reader and user will find certain omissions in interpreting the data. These are mainly due to limited time and space available here. The task force members regret this and hope those to whom this report is dedicated will understand.

The reader and user of this report are reminded that the evaluation of follow-up results is not a smorgasbord affair with appetizers and main course served up in buffet style and where that which is agreeable is chosen and that which is not is rejected. Rather, the individual reader must be equally prepared to dismiss that which is found favorable or to one's liking just as easily as he may dismiss that which is in apparent disagreement.

Finally, the task force members wish to acknowledge a special debt of gratitude owed to Mr. Peter C. Clifford, Director of Research and Planning at the College, and to the academic division chairmen in helping refine the study in its early, more uncertain stages. When asked to provide assistance everyone went out of their way to help make the spirit of self-evaluation at the College a reality.

THE FOLLOW-UP TASK FORCE

Ronald C. Brach, Director
Kenneth F. Bender
James W. Parker

METHOD

A questionnaire was mailed to an unstratified probability sample[1] of 250 graduates from a population of 2159, who graduated between 1966 and 1970 inclusive. The rate of return from among graduates holding a Delhi degree was 73 percent. The overall rate of return, including graduates holding a certificate in a vocational program, was 68 percent.

The following distribution of questionnaire returns was received among the various academic divisions:

ACADEMIC DIVISIONS[2]

	Agriculture	Business Management	Engineering Technologies	HRFSM	Vocational Education	Total
Number Sample	49	77	47	42	39	250
Number Returned	37	52	35	31	15[3]	170
Percent Return	76	68	75	74	39	68[4]

---

[1] Selected with the aid of a computer algorithm assuring 99 percent randomness.

[2] The Liberal Arts graduates were not included in the survey as the first graduating class was 1971.

[3] Only 15 returned a questionnaire. However, 16 of the Vocational Education graduates in the original sample were surveyed by phone, thus increasing the total return to 31.

[4] Overall percent return for the technical divisions was 73 percent.

The instrument was initially pilot tested on several graduates residing near the College and with their assistance and that of the Office of Research and Planning at the College was subsequently improved before mailing. Questions for inclusion in the instrument were obtained from many sources including division chairmen, faculty, graduates, administrators, a study of the 1968 Academic Master Plan and the 196[illegible] Middle States Evaluation.

The survey instrument itself was divided into three parts. Part A was completed by graduates who took a full-time position and by those who have transferred immediately after graduation alike. Part B was completed only by those graduates who took a full-time job immediately after graduation. Part A included questions of relevance to both groups while Part B was oriented to employment experience and Part C to experience in transferring.

The high rate of return for the questionnaire resulted in part from employing several proven survey practices and techniques, not to mention the obvious good will the College enjoys from its graduates. A phone sample of nonrespondents was taken to ascertain the representativeness of the graduate returns over the total sample. Verification was obtained which supports the conclusion that the nonrespondents were not substantially different (except in their desire to complete and return a six page questionnaire) from the respondents as a group. Thus, based on the sample size and rate of return, the results from the survey can be generalized to the total graduate population between 1966 and 1970 with about 7 percent standard error at the .10 level (90 percent certainty).

In all instances the findings of this study and the conclusions based thereon reflect knowledge about Delhi graduates as a group between 1966 and 1970 and not as individuals, members of academic divisions, curricula and the like. While it may be possible to say something about an academic division as a whole, it is not necessarily valid to make inferences about individual curricula within a division. Thus, the findings presented herein represent a measure of central tendency for the College as a whole against which individual differences uncovered by other research studies at the College may be compared.

Finally, it is understood that the follow-up process is but an integral element in the continuous general systems process for curriculum development. This general systems process is presented in Chart 1 below as a reference framework. It was originally developed in a Masters thesis by R. C. Brach, Associate Dean of Faculty.

GENERAL SYSTEMS ANALYSIS FOR CURRICULUM DEVELOPMENT

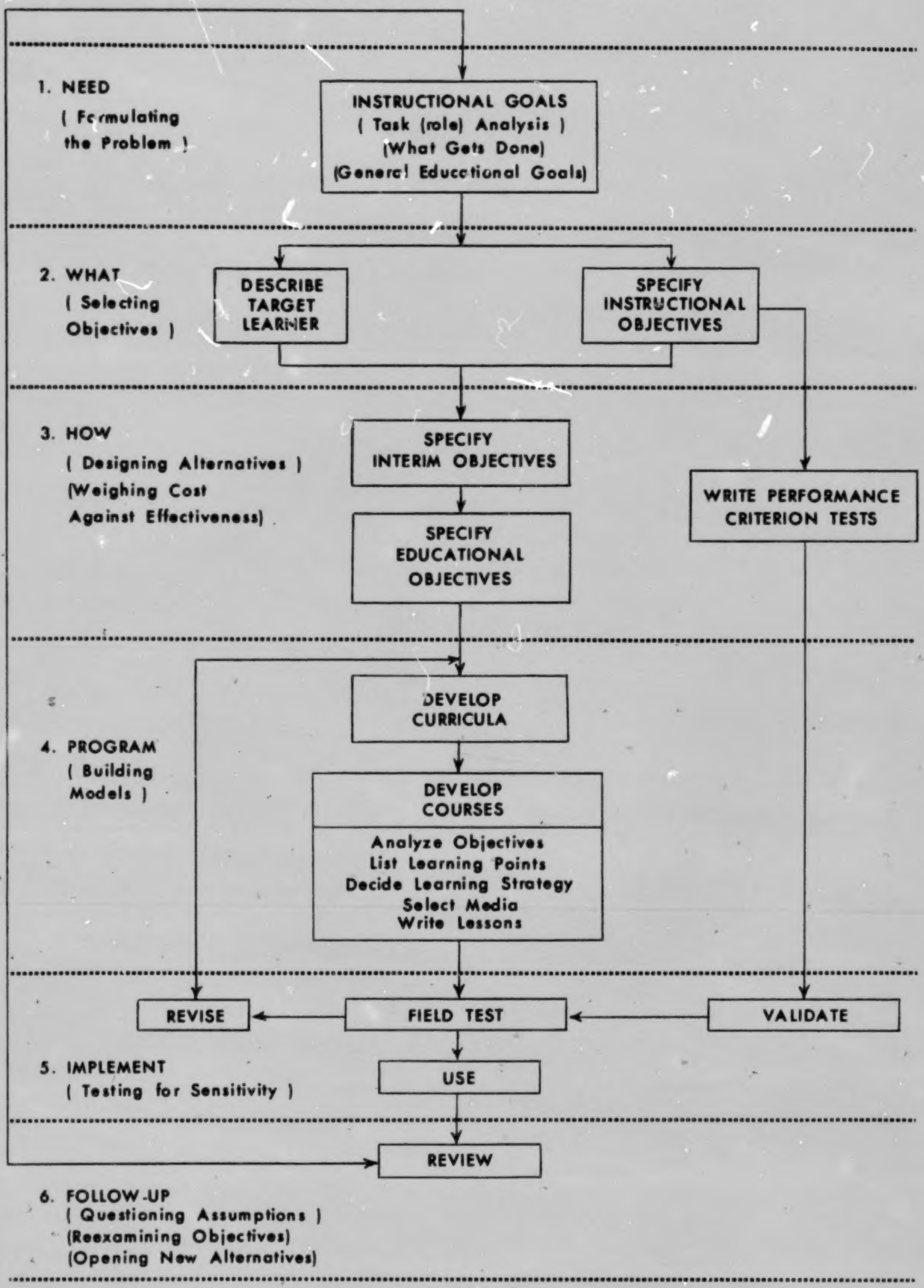

1. NEED
(Formulating the Problem)
INSTRUCTIONAL GOALS
(Task (role) Analysis)
(What Gets Done)
(General Educational Goals)
2. WHAT
(Selecting Objectives)
DESCRIBE TARGET LEARNER
SPECIFY INSTRUCTIONAL OBJECTIVES
3. HOW
(Designing Alternatives)
(Weighing Cost Against Effectiveness)
SPECIFY INTERIM OBJECTIVES
SPECIFY EDUCATIONAL OBJECTIVES
WRITE PERFORMANCE CRITERION TESTS
4. PROGRAM
(Building Models)
DEVELOP CURRICULA
DEVELOP COURSES
Analyze Objectives
List Learning Points
Decide Learning Strategy
Select Media
Write Lessons
REVISE
FIELD TEST
VALIDATE
5. IMPLEMENT
(Testing for Sensitivity)
USE
REVIEW
6. FOLLOW-UP
(Questioning Assumptions)
(Reexamining Objectives)
(Opening New Alternatives)

TABLE 1

FINDINGS

Demographic Characteristics of Graduates

Geographic Shifts and Patterns

The College has been serving a predominantly non-metropolitan student

Chart A-1 on page 16 illustrates that fewer of the graduates resided in a metropolitan as opposed to non-metropolitan area when registered at the College. Approximately 67 percent had a permanent residence in a non-metropolitan area in New York State when registered at the College. The unit "metropolitan area" defined here is the SMSA (Standard Metropolitan Statistical Area) employed by the United States Census Bureau. There are seven of these defined in New York State: The New York, Capital District, Utica-Rome, Syracuse, Binghamton, Rochester, and Buffalo Regions. The urbanized portions of counties surrounding each central city of 50,000 or more people are included in each SMSA.

The College is educating trained graduates predominately for non-metropolitan employers and communities

Chart A-1 on page 16 illustrates that fewer of the graduates accepting a full-time position after graduation now reside in a metropolitan area than when registered at the College. Approximately 75 percent of the graduates residing in New York State are now living in a non-metropolitan area where 67 percent did when enrolled at the College. This is

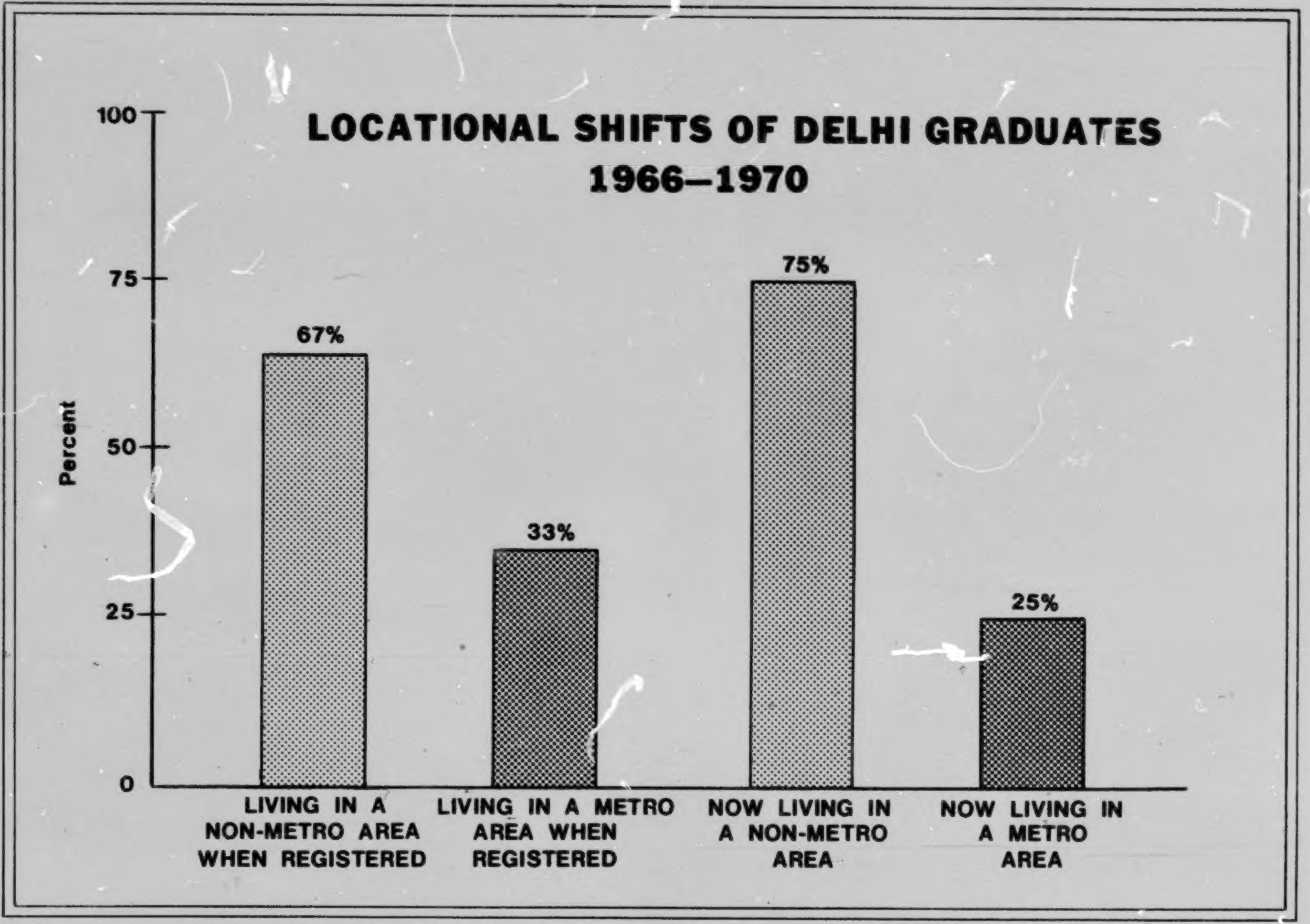

LOCATIONAL SHIFTS OF DELHI GRADUATES
1966–1970
Percent
100
75
50
25
0
67%
33%
75%
25%
LIVING IN A NON-METRO AREA WHEN REGISTERED
LIVING IN A METRO AREA WHEN REGISTERED
NOW LIVING IN A NON-METRO AREA
NOW LIVING IN A METRO AREA

CHART A-1

in stark contrast to historical patterns of national population movements, from non-metropolitan to metropolitan areas.

The graduates are not inclined to be geographically mobile

Chart A-2 on page 18 illustrates that Delhi students (as graduates accepting a full-time position after graduation) more likely than not will be found located within fifty miles of the family hearthstone. Approximately 75 percent of the graduates accepting a full-time position after graduation are now residing in a community within fifty miles of their permanent residence when leaving the College. To derive an explanation for this phenomenon would require the further analysis of several factors such as desire to maintain close ties with familiar surroundings, relative income advantage, job potential, etc. In any case, any benefits to be derived from relocation further away have not been offset by the perceived advantages of remaining near the home area.

When locational shifts beyond fifty miles of the home area did occur, almost half were made out-of-state. The distance for moves within New York State is typically about 130 miles, a quiescent shift by today's travel standards.

LOCATIONAL SHIFTS OF DELHI GRADUATES 1966-1970

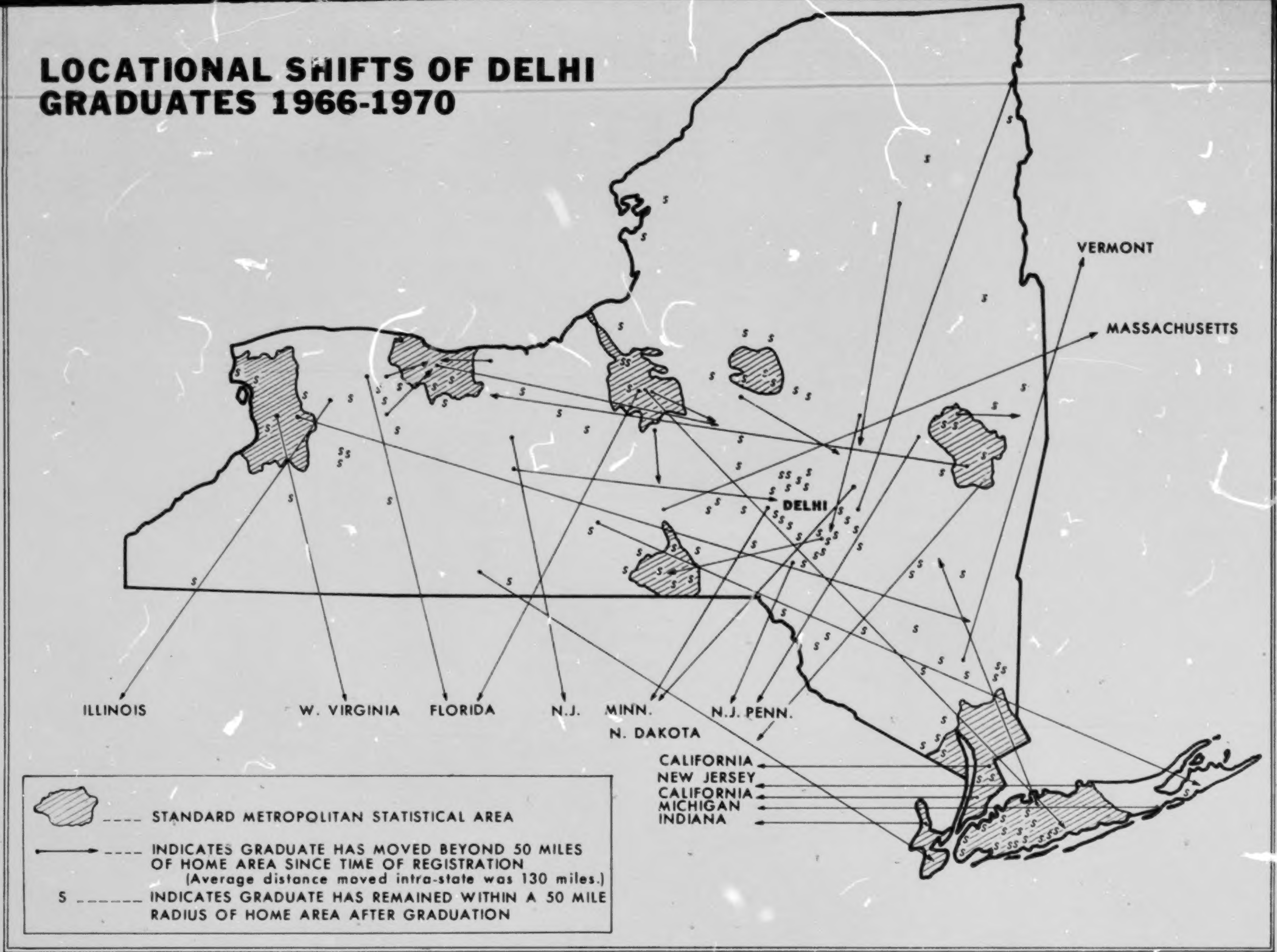

VERMONT
MASSACHUSETTS
DELHI
ILLINOIS
W. VIRGINIA
FLORIDA
N.J.
MINN.
N. DAKOTA
N.J. PENN.
CALIFORNIA
NEW JERSEY
CALIFORNIA
MICHIGAN
INDIANA
---- STANDARD METROPOLITAN STATISTICAL AREA
---- INDICATES GRADUATE HAS MOVED BEYOND 50 MILES OF HOME AREA SINCE TIME OF REGISTRATION
(Average distance moved intra-state was 130 miles.)
S ------ INDICATES GRADUATE HAS REMAINED WITHIN A 50 MILE RADIUS OF HOME AREA AFTER GRADUATION

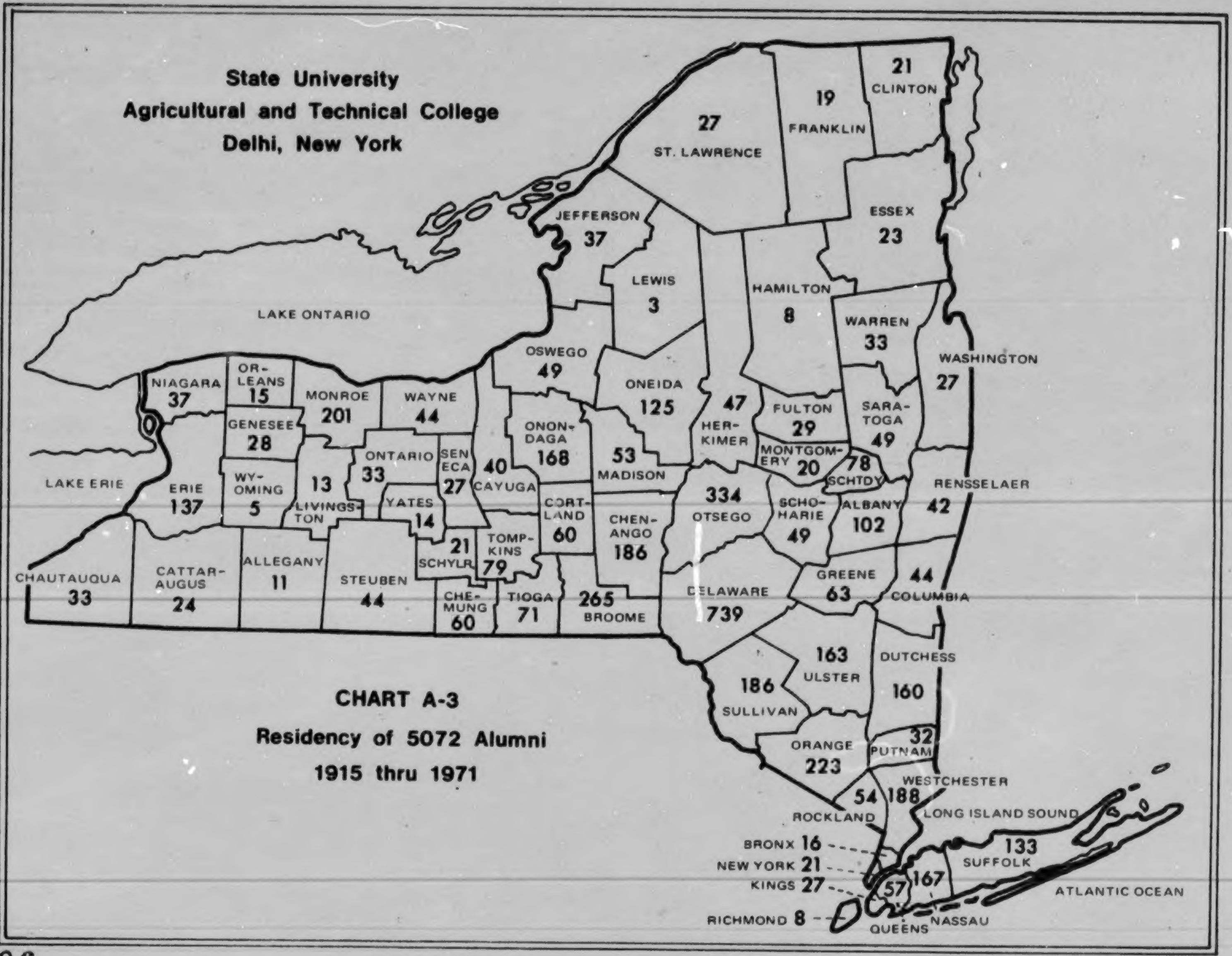
CHART A-2

Most graduates are locating within striking distance of major transportation corridors and metropolitan areas

Chart A-2 on page 18 illustrates that except for an understandably large number of graduates located in the Catskill, New York, and Mid-Hudson Valley Regions (the largest percentage of students come from these regions) the pattern of movement for graduates has been predominately along the axis defined by the Governor Thomas E. Dewey Thruway and to the tributary areas surrounding the seven major metropolitan areas of New York State. Again, there has been more net movement out of (rather than into) metropolitan areas. Charts A-3 and A-4 on pages 20 and 21, prepared by the College Alumni Office,[1] appear to substantiate these findings and observations. Graduates of Delhi College are locating in a predominately non-metropolitan pattern which reveals no watershed for metropolitan areas, their employers, and design for living. It is noted also that 84 percent of the alumni reside within New York State.

---

[1] Prepared by the Delhi College Alumni Office, November, 1971, and based on current alumni mailing addresses. Includes both graduates and persons who attended the College for at least one year, regardless of whether these persons completed a program or not.

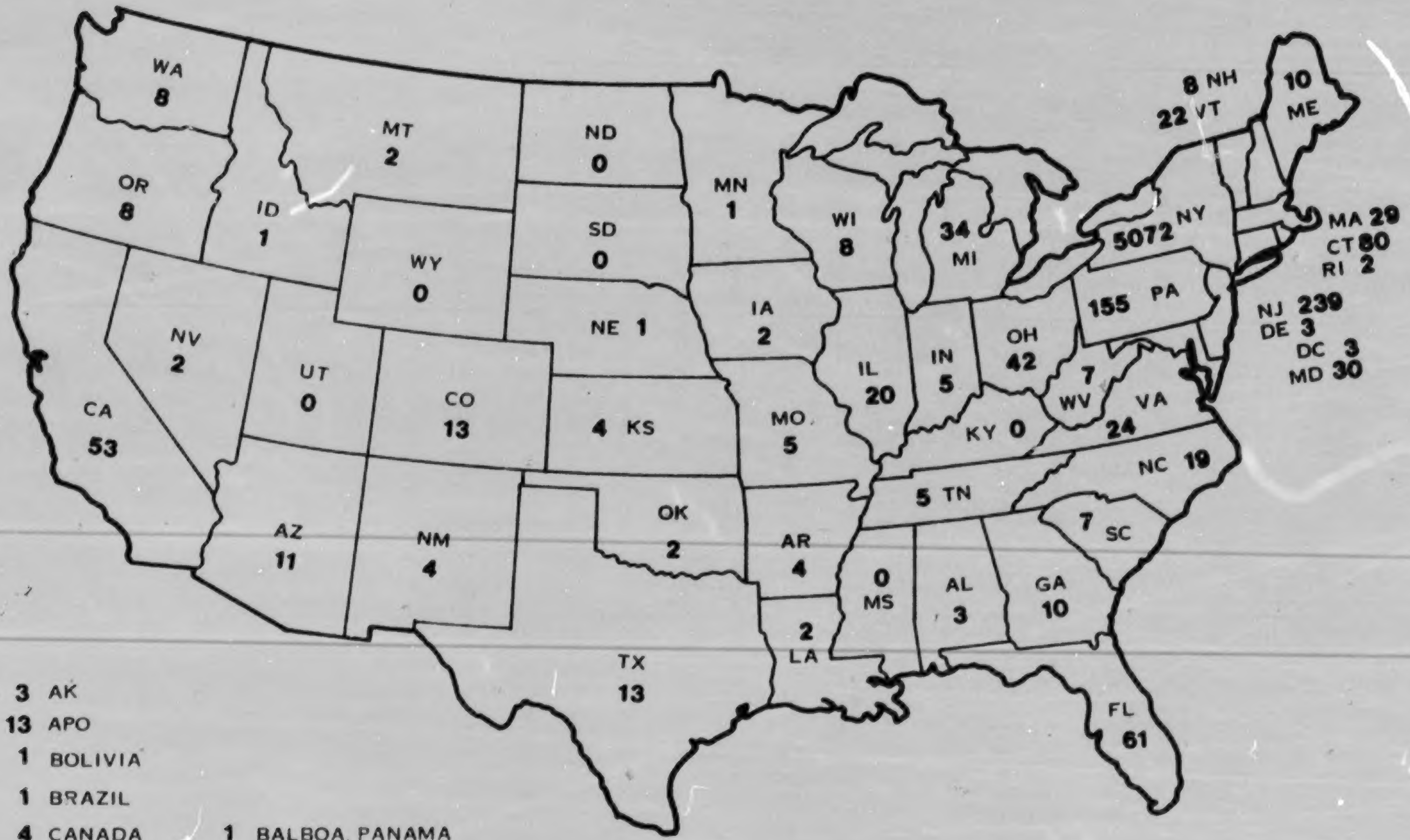


State University
Agricultural and Technical College
Delhi, New York

CHART A-3
Residency of 5072 Alumni
1915 thru 1971

LAKE ONTARIO
LAKE ERIE
ST. LAWRENCE 27
FRANKLIN 19
CLINTON 21
JEFFERSON 37
ESSEX 23
LEWIS 3
HAMILTON 8
WARREN 33
WASHINGTON 27
OSWEGO 49
NIAGARA 37
ORLEANS 15
MONROE 201
WAYNE 44
ONEIDA 125
HERKIMER 47
FULTON 29
SARATOGA 49
GENESEE 28
ONONDAGA 168
MADISON 53
MONTGOMERY 20
SCHTDY 78
ONTARIO 33
SENECA 27
CAYUGA 40
ERIE 137
WYOMING 5
LIVINGSTON 13
YATES 14
OTSEGO 334
SCHOHARIE 49
ALBANY 102
RENSSELAER 42
CORTLAND 60
CHENANGO 186
SCHYLR 21
TOMPKINS 79
CHAUTAUQUA 33
CATTARAUGUS 24
ALLEGANY 11
STEUBEN 44
CHEMUNG 60
TIOGA 71
BROOME 265
DELAWARE 739
GREENE 63
COLUMBIA 44
ULSTER 163
DUTCHESS 160
SULLIVAN 186
ORANGE 223
PUTNAM 32
WESTCHESTER 188
ROCKLAND 54
LONG ISLAND SOUND
BRONX 16
NEW YORK 21
KINGS 27
RICHMOND 8
QUEENS 57
NASSAU 167
SUFFOLK 133
ATLANTIC OCEAN

State University
Agricultural and Technical College
Delhi, New York


WA 8
OR 8
CA 53
ID 1
NV 2
MT 2
WY 0
UT 0
AZ 11
CO 13
NM 4
ND 0
SD 0
NE 1
4 KS
OK 2
TX 13
MN 1
IA 2
MO 5
AR 4
2 LA
WI 8
IL 20
0 MS
34 MI
IN 5
KY 0
5 TN
AL 3
OH 42
7 WV
VA 24
NC 19
7 SC
GA 10
FL 61
5072 NY
155 PA
8 NH
22 VT
10 ME
MA 29
CT 80
RI 2
NJ 239
DE 3
DC 3
MD 30

3	AK
13	APO
1	BOLIVIA
1	BRAZIL
4	CANADA
1	HI
3	KENYA
1	LEBANON
3	MEXICO
1	BALBOA, PANAMA
3	PR
1	TANZANIA
1	URUGUAY
2	VENEZUELA

CHART A-4

Residency of 6072 Alumni 1915 thru 1971

Delhi is preparing graduates who accepted positions most often in the services and manufacturing sectors of the economy after graduation

---

Chart A-5 on page 23 illustrates the finding that most Delhi students accepting a full-time position immediately after graduation do so primarily in the services and manufacturing sectors of the economy. Approximately 45 percent of the graduates assumed their first position in a services employment field. First-time employment in manufacturing industries ranked second with 21 percent, while retail trade ranked third. The services sector includes: educational, health, consulting, professional, public service, automotive repair, hotel, restaurant, and similar employers. After entering the world of work, the graduates tend to move in even greater numbers into the services sector of the economy. A review of their present positions in Chart A-5 on page 23 reveals this finding.

That Delhi graduates are so heavily employed in the services industries is no surprise; the national and state trend has for a long time been in the same direction. Of greater interest is that even more are not moving into these fields in view of the fact that, in New York State, almost two-thirds of the employed population are employed in the services sector. The explanation for this lag with Delhi graduates in part lies with the predominately non-metropolitan geographic location of the graduates, an area where the rate

COMPARISON BY EMPLOYMENT SECTOR FOR GRADUATES WHO ACCEPTED A FULL-TIME POSITION AFTER GRADUATION

First Position (FP) / Present Position (PP)

FIGURES SHOWN ARE IN PERCENT

	DIVISION											
EMPLOYMENT SECTOR	AGRICULTURE		BUSINESS		ENGINEERING TECHNOLOGIES		HRFSM		VOCATIONAL EDUCATION		TOTAL COLLEGE	
	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP
Agriculture, Forest & Fisheries	30	23	0	0	7	8	0	0	0	0	7	6
Mining	0	0	0	0	0	0	0	0	0	0	0	0
Contract Construction	4	5	0	3	43	51	0	0	23	24	6	7
Manufacturing Industries	0	0	42	36	7	8	13	31	18	19	21	22
Transportation, Communication, & Other Public Utilities	0	0	6	10	0	0	0	0	0	0	2	3
Wholesale Trade	0	5	6	0	7	0	0	0	5	5	4	2
Retail Trade	8	5	5	0	0	0	0	0	35	28	11	8
Finance, Insurance & Real Estate	4	0	5	3	0	0	0	0	5	5	4	2
Services	54	62	36	48	36	33	87	69	14	19	45	50

Chart A-5

ALL GRADUATES HOLDING A BACHELOR'S DEGREE BY EMPLOYMENT SECTOR

First Position (FP) / Present Position (PP)

FIGURES SHOWN ARE IN PERCENT

	DIVISION											
EMPLOYMENT SECTOR	AGRICULTURE		BUSINESS		ENGINEERING TECHNOLOGIES		HRFSM		VOCATIONAL EDUCATION		TOTAL COLLEGE	
	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP
Agriculture, Forest & Fisheries	28	14	0	0	0	0	0	0			7	3
Mining	0	0	0	0	0	0	0	0			0	0
Contract Construction	0	0	0	0	33	50	0	0			7	11
Manufacturing Industires	14	14	20	0	17	0	0	0			14	3
Transportation, Communication, & Other Public Utilities	0	0	10	10	0	0	0	0			3	3
Wholesale Trade	0	14	0	0	0	17	0	0			0	7
Retail Trade	0	0	20	20	17	0	20	20			14	11
Finance, Insurance & Real Estate	14	0	20	20	0	0	0	0			11	7
Services	48	58	30	50	33	33	80	80			44	55

*There were no Vocational Education graduates holding a Bachelor's Degree.

Chart A-6

of employment in the services employment sector is not as high as in metropolitan regions.

The Hotel, Restaurant, and Food Services Management (HRFSM) graduates are the most heavily represented in the services sector of the economy, followed next by the graduates of the Agriculture Division. While there is some shifting of the HRFSM graduates out of services and into manufacturing industries, graduates of the other academic divisions have tended to move in the opposite direction. The Business Management Division graduates at entry level are most often employed in manufacturing concerns, and later shift into other sectors, especially the services industries. The Engineering Technologies Division graduates are most heavily represented in the contract construction field, and secondly in the services sector.

Delhi graduates holding a Bachelor's degree accept positions most often in the services sector of the economy and tend to move out of manufacturing and agriculture

---

In Chart A-6 on page 23 is illustrated the fact that Delhi graduates holding a Bachelor's degree likewise take positions most often in the services sector of the economy only at a slightly higher rate. However, there appears to be no other dominant employment sector pattern emerging among the graduates holding a Bachelor's degree, except the obvious shift of these graduates out of manufacturing industries, and

COMPARISON BY AREA OF WORK* FOR GRADUATES WHO ACCEPTED A FULL-TIME POSITION AFTER GRADUATION

First Position (FP) / Present Position (PP)

FIGURES SHOWN ARE IN PERCENT

	DIVISION											
AREA OF WORK	AGRICULTURE		BUSINESS		ENGINEERING TECHNOLOGIES		HRFSM		VOCATIONAL EDUCATION		TOTAL COLLEGE	
	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP
Art	0	0	0	3	0	0	0	0	0	0	0	1
Business Relations	4	4	3	6	0	8	0	15	0	0	2	6
Clerical Work	0	4	77	68	0	0	20	8	5	5	29	26
Counseling, Guidance & Social Work	0	0	3	5	0	0	0	0	0	0	1	2
Crafts	0	0	0	0	7	8	7	0	50	46	12	10
Education & Training	4	9	0	39	0	0	0	0	0	0	1	3
Elemental Work	0	0	0	0	0	0	0	0	0	5	0	1
Engineering	0	0	0	0	79	69	0	0	18	14	13	11
Entertainment	0	0	0	0	0	0	0	0	0	0	0	0
Farming, Fishing & Forestry	13	9	0	0	0	0	0	0	0	0	3	2
Investigating, Inspecting and Testing	0	4	0	3	7	0	0	0	0	0	1	2
Law & Law Enforcement	0	0	0	0	0	0	0	0	0	0	0	0
Machine Work	9	4	5	3	0	0	0	0	9	10	5	4
Managerial & Supervisory Work	9	9	6	3	7	15	59	46	0	0	12	10
Mathematics and Science	13	9	0	0	0	0	0	0	0	0	3	2
Medicine & Health	35	48	3	0	0	0	7	15	9	10	12	14
Merchandising	13	0	3	3	0	0	0	8	4	5	4	3
Music	0	0	0	0	0	0	0	0	0	0	0	0
Personal Service	0	0	0	3	0	0	7	8	5	5	2	3
Photography & Communications	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	0	0	0	0	0	0	0	0	0	0	0	0
Writing	0	0	0	0	0	0	0	0	0	0	0	0

*Dictionary of Occupational Titles Classification for areas of work.

Chart A-7

agriculture, followed by a lesser proportion moving out of retail trade, finance, insurance and real estate.

The shift of graduates into the services sector after obtaining the Bachelor's degree is most pronounced among the graduates of the Agriculture and Business Management Divisions. The shift out of agriculture has been limited to graduates of the Agriculture Division.

Contrary to the belief of some, the area of work[2] where more graduates accept their first position than any other is clerical in nature and not in the nature of "middle management"

In Chart A-7 on page 25 is illustrated the fact that Delhi graduates not holding a Bachelor's degree take their first position in a job most often involving primarily clerical work and not so-called "middle management." This is particularly true with the Business Management Division graduates and, because the College has graduated more of these graduates than any other, the effect is to skew the results this way for the total College. Also, this academic division graduates a fairly large number of secretarial students each year whose work is primarily clerical in nature.

---

[2] There are 22 primary areas of work identified in the U.S. Department of Labor's Dictionary of Occupational Titles, Vol. 2, 3rd Edition, 1965, p. 214. An advantage of utilizing this system is the ready availability of a sophisticated job analysis methodology and classification system which defines not only the work performed but also its relative complexity in relation to data-people-things hierarchies; educational/training requirements relative to general educational development, specific vocational preparation, aptitudes, interests, temperaments, physical demands and the like. These must be periodically refined and updated.

ALL GRADUATES HOLDING A BACHELOR'S DEGREE BY AREA OF WORK*

First Position (FP / Present Position (PP)

FIGURES SHOWN ARE IN PERCENT

	DIVISION											
AREA OF WORK	AGRICULTURE		BUSINESS		ENGINEERING TECHNOLOGIES		HRFSM		VOCATIONAL EDUCATION**		TOTAL COLLEGE	
	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP	FP	PP
Art	0	0	0	0	0	0	0	0			0	0
Business Relations	0	0	10	10	0	0	0	0			3	3
Clerical Work	14	0	30	20	0	0	0	0			14	6
Counseling, Guidance & Social Work	0	0	20	20	0	0	0	0			7	6
Crafts	0	0	0	0	0	16	20	0			3	3
Education & Training	14	45	10	30	0	0	0	0			7	23
Elemental Work	0	0	10	0	0	0	0	0			3	0
Engineering	0	0	0	0	66	50	0	0			14	10
Entertainment	0	0	0	0	0	0	0	0			0	0
Farming, Fishing & Forestry	14	11	0	0	0	0	0	0			3	3
Investigating, Inspecting and Testing	14	11	0	0	0	0	0	0			3	3
Law & Law Enforcement	0	0	0	0	0	0	0	0			0	0
Machine Work	0	0	0	0	0	0	0	0			0	0
Managerial & Supervisory Work	14	11	10	20	17	17	80	100			30	44
Mathematics and Science	0	0	10	0	0	0	0	0			3	0
Medicine & Health	15	11	0	0	0	0	0	0			3	3
Merchandising	15	11	0	0	17	17	0	0			7	6
Music	0	0	0	0	0	0	0	0			0	0

---

*Dictionary of Occupational Titles Classification for areas of work.

**There were no Vocational Education graduates with a Bachelor's degree or higher.

Chart A-8

The definition for "clerical work" employed by the U. S. Department of Labor is not limited solely to secretarial or stenographic tasks however. It also includes positions involving information gathering, dispensing, verifying and related work; data handling, computing, recording; routine checking, scheduling, dispatching, expediting and related work.

The second most frequent first job for the graduates of the Hotel, Restaurant and Food Services Management Division is clerical in nature. However, there is a significant shift of these graduates out of clerical work in their subsequent positions of employment. This was not the case for the Business Management Division graduates, no doubt a reflection of the secretarial graduates who remained as secretaries.

The Hotel, Restaurant and Food Services Management graduates are more likely than any other to take their first position in a job involving primarily managerial and supervisory work. In fact, 60 percent or more of these graduates performed managerial and supervisory work in their first position. In subsequent employment shifts many of these graduates move into predominately administrative or executive positions of responsibility, more so than any other group of Delhi graduates.

The second largest proportion of graduates accepted their first position in the crafts; engineering related; medicine and health; and managerial and supervisory areas of work

The second largest proportion of Delhi graduates took their first positions in four major areas of work: the crafts; engineering related work; medicine and health; and managerial and supervisory work. Heavy machine work (including truck driving) and merchandising were areas of work where the third largest group of graduates took their first position after graduation.

There has been considerable shifting after the first job of the Agriculture Division graduates out of farming and merchandising. Many graduates of this division are shifting into medicine and health. No doubt, these include a large number of the Veterinary Science graduates moving into this field after first trying something else.

Among the Delhi graduates holding a Bachelor's degree, the greatest proportion accept their first position in a job involving primarily managerial and supervisory work[3]

In Chart A-8 on page 27 is illustrated the fact that Delhi graduates who earn a Bachelor's degree are most often employed in managerial and supervisory work. In fact, the odds are more than two to one that a graduate with a Bachelor's degree vs. an Associate degree or Certificate will accept a first position in this area of work. And, after gaining some work experience, another 14 percent of the Delhi graduates with the Bachelor's degree move into managerial and supervisory work, apparently out of other areas of work such as clerical and engineering related. Thus, the Delhi graduate with the Bachelor's degree (as opposed to the Associate degree) more likely than not will become the manager or supervisor.

---

[3] There were no vocational education graduates in the sample holding Bachelor's degree.

However, not all graduates will want to be supervisors or managers. This is verified in the data when it is noted that many graduates holding a Bachelor's degree shift into the education and training area of work. In fact, this area of work is the second most popular among the graduates holding a Bachelor's degree. And, historically, without at least a Bachelor's degree it has been almost impossible to enter this area of work.

The graduate of the Hotel, Restaurant and Food Services Management Division holding a Bachelor's degree is definitely inclined to take a position involving managerial and supervisory work, both in the first job and succeeding jobs. In fact, all these graduates are presently functioning in a managerial or supervisory capacity as they have shifted out of other areas of work, principally crafts related to food preparation.

A relatively large number of the Agriculture and Business Management Division graduates have utilized the Bachelor's degree to enter the education and training area of work and have consequently shifted out of clerical and other work. No definite patterns have emerged for the Engineering Technologies Division graduates except to note that the spread among the areas of work (as with the graduates of other technical divisions) where graduates are employed tends to narrow if they hold the Bachelor's degree.

Why does the distribution among the various areas of work of Delhi graduates who hold a Bachelor's degree tend to narrow compared with those who hold the Associate degree? Probably, the graduates seeking a Bachelor's degree have tended to have a more specific view of their career goals. That is, they have tended to be less flexible in their career choices and aspirations. Many have undoubtedly found their experiences at Delhi a testing period for establishing more definite career goals and, once having succeeded, have prepared themselves accordingly for entry into a more specific area of work. It would be safe to assume that most of these people were the so-called "upward mobile" type before even arriving at the College.

Finally, it is more and more clear that as an area of work becomes more highly professionalized or bureaucratized the more likely it is the graduate in the position will need to have successfully reached a well defined minimum educational and training level, and the trend has been toward requiring the Bachelor's degree for entry level employment in certain of the more traditional areas of work where the Associate degree would have qualified the graduate earlier. There are, of course, exceptions to this emerging functional relationship, but a tightening job market will only hasten the trend if the educated labor supply in certain areas of work continues to outstrip the demand.

The graduates are a relatively stable group in relation to their jobs

---

An analysis of the employment history data illustrated in Chart A-9 on page 33 results in the conclusion that Delhi graduates are on the whole a relatively stable group in relation to the number of job changes made. A job change was recorded whether the graduate changed job titles or employer. The average number of job changes per graduate taking a full-time position after graduation was 1.7. The average number for graduates of the various academic divisions did not vary appreciably, except in the case of the Engineering Technologies Division. Relative job stability of graduates can be interpreted in either a positive or negative light, depending on the objectives one is trying to optimize. The implications for each will not be belabored further here.

SELECTED EMPLOYMENT AND EDUCATIONAL HISTORY FINDINGS FOR ALL GRADUATES

FIGURES SHOWN ARE IN PERCENT UNLESS OTHERWISE INDICATED *

	DIVISION					
SELECTED EMPLOYMENT HISTORY FINDINGS	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	HRFSM	VOCATIONAL EDUCATION	TOTAL COLLEGE
Proportion accepting a fulltime position after graduation	69	60	40	45	80	55
1. Proportion in the major field enrolled at graduation	56	64	70	77	67	66
2. Proportion presently in the major field enrolled at graduation	56	48	65	71	65	60
3. Average number of job changes*	1.0*	1.1*	3.0*	1.8*	1.8*	1.7*
Proportion accepting a fulltime position at technician, quasi-professional level or above after graduation					Skilled level or above	
1. First Position	80	61	75	88	77	75
2. Present Position	87	67	69	93	76	77
Proportion eventually entering military service	8	8	14	6	7	9
SELECTED EDUCATIONAL HISTORY FINDINGS						
Proportion transferring to an upper division institution after graduation	30	37	37	41	***	36
Proportion eventually transferring to an upper division institution	38	46	57	45	***	47
Average Semester hours allowed in transferring **	50**	53**	37**	43**	***	46**
Proportion transferring who remain in major field enrolled at graduation	24	74	63	67	***	58
Proportion transfering who are successful in completing Bachelor's Degree or higher	83	71	55	75	***	71
Proportion transferring who first entered another two year college before entering upper division institution.	12	30	16	7	***	18
Proportion entering another institution full time (as opposed to part time) after graduation	83	74	79	100	***	82
Proportion transferring out of state	22	41	59	75	***	48
Proportion transferring to public institution	72	44	45	63	***	54
Proportion of out of state transfers to public institution	100	50	50	75	***	60
Proportion of New York State transfers to public institution	56	44	50	25	***	50

***There were no Vocational Education graduates who transferred to an upper division institution.

Chart A-9

Slightly more than half the Associate in Applied Science degree graduates accepted a full-time position immediately after graduation

In Chart A-9 on page 33 is illustrated the finding that slightly more than half (55 percent) of the Associate degree graduates accepted full-time jobs immediately after graduation. This does not mean the remainder transferred to a four-year institution however. Approximately 36 percent of the graduates transferred to a four-year institution immediately after graduation. Of the other 9 percent, most of these graduates entered the military service. Some transferred to another two-year college.

The graduates of the Vocational Education Division (80 percent) will predictably take a full-time position immediately after graduation more often than any other Delhi graduate.

Of the Associate in Applied Science degree graduates, those from the Agriculture Division most often (69 percent) accepted a full-time position immediately after graduation. This would appear to dispel the assumption that many of the Veterinary Science graduates are utilizing Delhi College as a stepping stone along their way toward entry into a professional veterinary school (62 percent of the Agriculture Division responses in the sample were from Veterinary Science graduates). The graduates of the Engineering Technologies Division were least likely of all to accept a full-time position immediately after graduation (only 40 percent did so).

The majority of graduates accepted a full-time position after graduation in the major field enrolled when leaving the College

---

Of those Delhi graduates accepting a full-time position immediately after graduation, the majority (66 percent) accepted employment in the major field in which enrolled when leaving the College. Approximately 60 percent of these graduates are presently employed in the major field in which enrolled when leaving the College, indicating that some shifting of major field does occur after gaining post-graduate job experience.

Delhi graduates typically accept an entry position at the level prepared: that is, as technicians or quasi-professionals if an Associate in Applied Science graduate, and as skilled craftsmen or related functionaries if graduating with a Vocational Education Certificate. Seventy-five percent of the Associate in Applied Science graduates accepted their first position at the technician level or above. Seventy-seven percent of the Vocational Education graduates accepted their first position as a skilled craftsman or above. There was not much change in this proportion between the first and second positions held by the graduates. Among the technical divisions the proportion for the first job ranged from a high of 88 percent for the Hotel, Restaurant and Food Services Management graduates to a low of 61 percent for the Business Management graduates.

Most graduates enter their first position as trainees where a so-called "shake-down" period undoubtedly is utilized by employers to help decide the amount and kind of job responsibilities the graduates will be assigned. The employers are requiring the graduates to "prove" themselves in first performing characteristically elementary technical and skilled tasks prior to assuming greater responsibilities. Evidently, the employers are not utilizing the Associate in Applied Science degree or Vocational Education Certificate as assumed proof of the graduate's competence or as the "license to practice."

In sum, the majority of graduates accept a position in the major field trained, and at a skill and knowledge level implied by the Associate in Applied Science degree or Vocational Education Certificate.

Continuing Education Shifts And Patterns

> *As expected, more than one-third of the Associate in Applied Science degree graduates transferred immediately to an upper division institution*

In Chart A-9 on page 33 is illustrated the fact that about 36 percent of the Associate in Applied Science degree graduates transferred immediately to an upper division institution. This is about as expected, remembering the common assumption of a 33 percent transfer proportion. However, the distribution among the academic divisions of graduates immediately transferring is not as expected. For instance, almost half the Business Management Division graduates were assumed to be transferring immediately to an upper division institution, when, in fact, 37 percent did in the survey.

We find that in no academic division is the 50 percent transfer rate even approached and that the graduates of the Hotel, Restaurant, and Food Services Management Division are more likely than any other to transfer immediately after leaving Delhi. Similarly, a large number of the Agriculture Division graduates (especially the Veterinary Science Technology Program) were reportedly transferring immediately. The fact is, the graduates of this division are less likely than those of any other to transfer immediately after leaving Delhi College (30 percent).

Almost half the graduates eventually enter an upper division institution

After gaining some job experience, about 10 percent of the Delhi graduates eventually return to academia at upper division colleges and universities. The total number of graduates who either immediately or subsequently did transfer to upper division colleges and universities was 47 percent. Interestingly, while the graduates of the Hotel, Restaurant and Food Services Management Division are most likely to transfer immediately after leaving Delhi, those of the Engineering Technologies Division (20 percent) were most likely of all to do so after gaining some job experience. The lowest proportion who returned to academia after gaining job experience was found among the Hotel, Restaurant and Food Services Management Division graduates. The next highest rate to return to academia was found among the graduates of the Business Management Division.

It is, of course, important to know why the graduates continue their higher learning and also of their relative success. Overall, about 58 percent of the graduates who continue choose the same field of study pursued at Delhi. The greatest rate of change in career goals occurred among the graduates of the Agriculture Division (76 percent). The lowest is found among the graduates of the Business Management Division (26 percent). Over the long run, the Engineering Technologies graduates are most likely (57 percent) to eventually attempt upper division college work in achieving their personal goals. Later in this report will be found some of the personal reasons the graduates gave for transferring.

The relative success of graduates who transfer to upper division institutions far exceeds the rate at which they enroll

In Chart A-9 on page 33 is recorded the finding that among the 47 percent of Delhi graduates who eventually do enroll in upper division colleges and universities some 71 percent are successful in earning the Bachelor's degree or higher. The rate of success ranges from a low of 55 percent among the Engineering Technologies Division graduates to a high of 83 percent for the Agriculture Division. It would appear that although the graduates of the Agriculture Division are lease likely to transfer to an upper division college they are most likely to complete a Bachelor's degree or higher when they do transfer.

When transferring to an upper division institution, the graduate typically is allowed a year and a half transfer credit from Delhi

Chart A-9 on page 33 illustrates that the amount of transfer credit typically allowed Delhi graduates by upper division institutions is 46 semester hours, or about three semesters. The amount granted ranges from no credit to two full years. Typically, the greatest amount of transfer credit has been obtained by the Business Management Division graduates (53 semester hours) and the least by the Engineering Technologies Division graduates (37 semester hours).

This does not mean that any graduate applying to a particular upper division institution will receive transfer credit in the amounts given above. First, the averages given no doubt reflect a "shopping around" process on the part of graduates to determine the best apportionment from their own point of view and circumstances. Secondly, where some graduates may be content to receive no transfer credit just to gain admittance to a particular college or program, others would not be happy with anything less than two full years of transfer credit.

About half the graduates who transfer enroll out-of-state in an upper division institution

Where have the graduates been finding the best transfer opportunities from their point of view and circumstances? Chart A-9 on page 33 illustrates that a little more than half (52 percent) of the graduates who transferred went to an upper division institution in New York State. The remainder went out-of-state.

Of those who transferred in-state, half went to a public institution and the other half to a private college. Of those who enroll in an out-of-state upper division institution, 60 percent enter one that is publically supported and 40 percent enter one that is private.

The largest rate of transfer to in-state institutions is found among the graduates of the Agriculture Division (78 percent). The explanation for this is the relatively large number who have enrolled in the statutory colleges: Agriculture and Conservation at Cornell, and Forestry and Landscaping at Syracuse. The graduates least likely to enter New York State institutions were from the Hotel, Restaurant and Food Services Management Division (25 percent) and Engineering Technologies (41 percent).

While the graduates of the Hotel, Restaurant and Food Services Management Division are least likely to enter a public upper division institution within New York State (25 percent), they most often enroll in a public institution when transferring out-of-state (75 percent).

Chart A-9 on page 33 illustrates that, overall, some 54 percent of the graduates entered a public upper division institution. The greatest exception to this general statement is found among the graduates of the Business Management and Engineering Technologies Divisions where 56 and 55 percent of the graduates respectively enrolled in a private institution. Graduates most likely to enroll in a public institution are found among those of the Agriculture Division.

From this it might be concluded that the graduates of the Business Management and Engineering Technologies Divisions are the most disadvantaged in terms of finding a suitable public upper division institution in which to continue their formal education (either in, or out-of-state). Within New York State the graduates of the Hotel, Restaurant and Food Services Management Division are the most disadvantaged in terms of finding suitable continuing education opportunities in a public institution, followed next by the graduates of the Business Management Division.

The Graduates' Evaluation of Experiences at Delhi College

This section of the follow-up report summarizes the graduates' evaluation of educational experiences at Delhi College. It includes the graduates who accepted a full-time position and also those who transferred to an upper division institution immediately after leaving Delhi.

Certain of the information provided by the graduates is more conclusive. Where there is some doubt as to the validity or reliability of information provided, this will be noted. In most of these instances the difficulty lies more with the question as posed to the graduate than with the particular response itself.

How The Graduate (as a Student) Visualized The College When First Entering

In the official literature of the College (including Academic Master Plans, College Catalogs, Administrative Codes, Middle States Reports, etc.) and in informal documents and discussion, one consistently finds inferences made relative to the benefits the College can offer its students. Benefits frequently mentioned include: "A small college where an intimate student-teacher relationship can be developed; A good place to make up deficiencies in the student's high school performance record; A place to get a high quality technical or vocational education in preparation for a career; and A good place to explore and establish career and personal goals."

The question remains: "What benefits did the graduates (as entering students) hope to derive through their attendance at Delhi College?" First, it should be noted that the graduates were asked to recall their experiences upon entry to Delhi; an average of three or more years in the past for them. Certainly, the graduate's response was influenced by post-entry experiences, including employment or transfer experiences.

Most graduates viewed Delhi as a place to obtain a high quality technical or vocational education in preparation for a career

---

Among the range of choices illustrated in Chart A-10 on page 44, 45 percent of the graduates gave as their major statement that Delhi was "a place for them to obtain a high quality technical or vocational education in preparation for a career." This view of the College was most prevalent among the graduates of the Engineering Technologies Division (63 percent) and least mentioned among the graduates of the Business Management Division (34 percent) and the Hotel, Restaurant and Food Services Management Division (33 percent).

The second most prevalent view of the College was given as "a good place to explore and establish career and personal goals," (24 percent). This view was most often held by the graduates of the Agriculture and Business Management Divisions (30 and 33 percent respectively) and least often by those of the Vocational Education Division (7 percent).

HOW GRADUATES VISUALIZED THE COLLEGE AT THE TIME OF ENTRY

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION																	
	AGRICULTURE			BUSINESS			ENGINEERING TECHNOLOGIES			H.R.F.S.M.			VOCATIONAL EDUCATION			TOTAL COLLEGE		
How did you visualize the College at the time you entered Delhi? a. Major Statement b. Secondary Statement c. Average	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
1. A small college where an intimate student-teacher relationship could be developed.	16	30	23	17	16	17	13	43	28	15	34	25	7	25	16	14	29	21
2. A place to get a high quality technical or vocational education in preparation for a career.	43	13	28	34	20	27	63	10	37	33	11	22	54	17	36	44	15	30
3. A good place to make up deficiencies in high school performance record.	2	8	5	4	17	10	0	3	1	11	7	8	0	17	8	4	10	7
4. A good place to explore and establish career and personal goals	30	33	32	33	38	36	16	34	25	19	34	27	7	25	16	24	34	29
5. Did not know what Delhi College could do for me.	9	8	8	4	7	5	6	7	7	19	7	13	31	0	16	11	7	9
6. Other	0	8	4	8	2	5	2	3	2	3	7	5	1	16	18	3	5	4

Chart 10-A

The next most significant view was that Delhi "is a small college where an intimate student-teacher relationship could be developed" (14 percent). This factor was rated fairly consistently among the graduates of all academic divisions with the exception of vocational education graduates (7 percent).

When averaging the first and second views of Delhi College held by the graduates (as entering students), it is clear that they were as concerned about exploring and establishing career and personal goals (29 percent) as they were in obtaining a high quality technical or vocational education in preparation for a career (30 percent). This was especially the case with the Agriculture and Business Management Division graduates (32 and 35 percent respectively). Almost 10 percent of all graduates indicated they "did not know what the College could do for them." Thus, a great deal more attention should be given to helping the entering student find career and personal goals rather than simply assuming these are firmly in mind or unchanging and then proceeding to train the student.

This same question was asked of the 1971 entering class of students.[1] The possibility that Delhi might be "a good place to explore and establish career and personal goals" ranked most important to the Fall 1971 entering student (30 percent). This was followed closely (27 percent) by the view that "Delhi was a place to get a high quality technical or vocational education in preparation for a career." A significant

---

[1] The question was incorporated on the American Council on Education survey conducted each fall on the Delhi campus. See Chart A-11 on page 46 for a summary of these results.

HOW PRESENT ENTERING STUDENTS VISUALIZED DELHI COLLEGE AT THE TIME OF ENTRY

(Includes all entering students, Fall 1971)

FIGURES SHOWN ARE IN PERCENT

		DIVISION					
		Agriculture	Business	Engineering Technologies*	HRFSM	Vocational Education	Total College
From the statements listed below, select the one which most closely represents your visualization of the College at Delhi at this time.							
1.	A small college where a more individualized student-teacher relationship can be developed.	15	18	14	24	10	15
2.	A place to get a high quality technical or vocational education in preparation for a career.	26	11	35	20	54	27
3.	A good place to make up deficiencies in my high school performance record.	5	7	8	7	6	7
4.	A good place to explore and establish my career and personal goals.	33	36	24	29	15	30
5.	Do not have an impression of the college at this time.	21	28	19	20	15	21

---

*Includes Engineering Science transfer students. They represent 22 percent of the entering student enrollment in Engineering Technologies Division, Fall 1971.

Source of Data: American Council on Education Survey, Fall 1971.

Chart A-11

percent (21 percent) of the entering students did not have an impression of the College at that time. Only 15 percent were impressed that Delhi might be a "small college where a more individualized student-teacher relationship can be developed." All these views were rather consistently reported among the students entering each academic division, Fall 1971.

Admissions Counseling

> *A significant number of graduates had not received curriculum information through Delhi's admissions counseling prior to entering the College*

In Chart A-12 on page 48 is presented the finding that 35 percent of the graduates had not received curriculum information through Delhi's admissions counseling prior to entering the College. It was not learned how these people had received curriculum information about Delhi, but studies have shown that at least 40 percent of entering freshmen are influenced in their choice of colleges and curricula by high school guidance counselors.

Interestingly, only 24 percent of the Engineering Technologies Division's graduates reported receiving curriculum information through Delhi's admissions counseling. Those enrolling in the Business Management Division had most often received this information (40 percent).

When the graduate (prior to entry at Delhi) did receive curriculum information through Delhi's admissions counseling, 64 percent found the information to be "substantially in agreement" and 31 percent found "little disagreement" with

GRADUATES RATE THE RELIABILITY OF CURRICULUM INFORMATION PROVIDED THROUGH DELHI'S ADMISSIONS COUNSELING

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION AGRICULTURE	 BUSINESS	 ENGINEERING TECHNOLOGIES	 H.R.F.S.M.	 VOCATIONAL EDUCATION	 TOTAL COLLEGE
How well did curriculum information provided through Delhi's admissions counseling match experiences as you found them after admission?						
1. Did not receive curriculum information through Delhi's admissions counseling.	36	40	24	37	34	35
2. Considerable disagreement	8	3	5	4	3	5
3. Little disagreement	34	37	32	16	32	31
4. Substantially in agreement	58	60	63	80	65	64

Chart A-12

experiences as they found them after admission. Only 5 percent found "considerable disagreement."

While the graduates of the Business Management Division had apparently received more curriculum information through Delhi's admissions counseling, they did not find it as reliable as did those who entered the Hotel, Restaurant and Food Services Management Division. Eighty percent of the graduates of the Hotel, Restaurant and Food Services Management Division found curriculum information "substantially in agreement" with experiences after admission to Delhi College. Those least likely to report this finding were the graduates of the Agriculture Division.

One explanation for the high degree of reliability of pre-admission curricula information reported by the Hotel, Restaurant and Food Services Management Division graduate is no doubt the result of former policy in this academic division requiring an on-campus interview with the division chairman or admissions office for prospective applicants. This policy was discontinued beginning with the Fall 1968 entering class due to expanding enrollment and insufficient staff. It will be interesting to note any changes in the reported reliability of curriculum information in subsequent follow-up studies. Another explanation might be the relatively homogeneous nature of the Hotel, Restaurant and Food Services Management Division curriculum with only three different options in contract to the often fragmented variety which must be articulated in other academic divisions.

Educational Experience

> *The great majority of graduates found their educational experiences at Delhi both demanding and stimulating*

In Chart A-13 on page 51 is presented the finding that 82 percent of the graduates found their educational experiences both demanding and stimulating. Forty-six percent found their educational experiences at Delhi "about as expected;" 26 percent "greater than expected;" and 10 percent "far greater than expected." Only 3 percent found their educational experiences "far less than expected;" and 15 percent "less than expected."

Significantly more graduates of the Vocational Education Division (21 percent) than any other found the personal demand and stimulation of their educational experiences at Delhi "far greater than expected." Overall, graduates of the Agriculture Division (of whom 66 percent were former Veterinary Science majors) were the most impressed with the personal demand and stimulation offered them by their educational experiences at Delhi. Perhaps the fine clinical training facility and simulated professional "tone" of instruction provided by the Veterinary Science curriculum and staff contributed a great deal to this reported finding by graduates.

HOW DEMANDING AND STIMULATING THE GRADUATES FELT THEIR EDUCATIONAL EXPERIENCES WERE AT DELHI

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

	DIVISION					
	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
QUESTION *How demanding and stimulating were your educational experiences at Delhi?*						
1. Far greater than expected.	5	12	10	7	21	10
2. Greater than expected.	26	24	32	31	7	26
3. About as expected.	61	39	42	40	50	46
4. Less than expected.	6	18	16	19	15	15
5. Far less than expected.	2	7	0	3	7	3

Chart 13-A

Counseling and Guidance Assistance Received While Attending Delhi

Counseling and guidance of students has always been viewed as an important responsibility of the educational program at Delhi. Previously handled on a semi-formal basis within each academic division, a formal Counseling Center was established in 1967 and a formal Placement Center was established in 1963 to supplement the efforts of the academic divisions. Thus, not all graduates included in the survey sample were on campus when a formal counseling center was functioning; a factor which would certainly influence the graduate response to this facet of the follow-up evaluation.

Most graduates (as students at Delhi) relied principally on their faculty advisor for counseling and guidance

Chart A-14 on page 53 demonstrates that almost 30 percent of the graduates reported they had relied principally on their faculty advisor at Delhi for counseling and guidance. However, only 6 percent reported that faculty members recognized their potential and guided them adequately in career development. Only 6 percent of the graduates reported they did not need guidance and counseling. Overall, it would appear that less than half the graduates received what they would consider adequate counseling and guidance assistance, whether through their faculty advisor, professors, or through the Counseling or Placement Centers. A more detailed and conclusive analysis

COUNSELING AND GUIDANCE ASSISTANCE RECEIVED BY GRADUATES WHILE AT DELHI

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

		DIVISION					
QUESTION		AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
What counseling and guidance assistance did you receive while attending Delhi?							
1.	Did not know there was a Counseling Center.	5	12	7	9	15	9
2.	Did not use the Counseling Center.	11	21	17	25	35	20
3.	Found the Counseling Center helpful with transfer.	9	10	8	4	5	8
4.	Found the Counseling Center helpful with coursework planning.	2	5	4	2	5	4
5.	Was referred to the Counseling Center by a student.	2	6	0	0	0	2
6.	Was referred to the Counseling Center by a faculty member.	11	5	4	4	0	5
7.	Relied principally on faculty advisor for counseling and guidance.	41	16	34	27	15	27
8.	Found the Placement Office helpful with job planning.	0	3	8	15	10	6
9.	Faculty members recognized my potential and guided me adequately in career development	7	4	8	6	5	6
10.	Did not need guidance and counseling	5	9	4	4	10	6
11.	Other	7	9	6	4	0	6

Chart A-14

of the adequacy of counseling and guidance assistance provided students at Delhi must await further information obtained from more recent graduates.[2]

Some results are more conclusive than others. The graduates of the Vocational Education and Business Management Divisions relied less than any other on their faculty advisors for counseling and guidance. Nor did these graduates utilize the Counseling or Placement Centers to any great extent.[3] The Vocational Education graduates appeared less informed than others of the existence of the Counseling Center. The graduates of the Agriculture Division, more than any other, relied on their faculty advisors for counseling and guidance. However, they were not any more certain than the graduates of other academic divisions that faculty members recognized their potential and guided them adequately in career development.

Was The Relationship Between Graduates And Instructors At Delhi Satisfactory?

It is inevitable that not all student/instructor relationships are viewed as being satisfactory. Some would claim the degree of dissatisfaction has been excessive. If student/instructor conflicts are inescapable, an important question is "Are they resolved?" and, if resolved, "How is this accomplished?"

---

[2] Recent graduates have had the opportunity to participate in a much expanded counseling and guidance program.

[3] During 1970-71 a Placement Counselor was added to the Placement Center staff. His efforts were aimed almost exclusively at Placement for the Vocational Education graduates.

Almost all graduates experienced a satisfactory relationship with their instructors

Chart A-15 on page 56 illustrates that 95 percent of the graduates reported a satisfactory relationship with their instructors at Delhi. Perhaps even one unsatisfactory student/instructor relationship is excessive, but on the whole there has not been (in hindsight) the degree of dissatisfaction expected by some observers at the College.

The lowest proportion of satisfactory student/instructor relationships was reported by graduates of the Business Management, Vocational Education and Engineering Technologies Divisions. The highest was reported by the graduates of the Agriculture and Hotel, Restaurant and Food Services Management Divisions.

When conflicts emerged most graduates were able to solve these with the instructors on an individual basis

When conflicts emerged 9 percent of the graduates reported they were unable to solve these difficulties, by whatever means. Most conflicts were solved by conferring with the instructor on an individual basis (61 percent). This method was employed most often by the graduates of the Vocational Education and Engineering Technologies Divisions and least often by the graduates of the Business Management and Agriculture Divisions.

THE GRADUATE'S RELATIONSHIP WITH INSTRUCTORS WHILE AT DELHI

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

	DIVISION					
QUESTION	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
What was the relationship between you and your instructors while at Delhi?						
(a) Student-instructor relationship satisfactory.	100	91	94	100	93	95
(b) Student-instructor relationship unsatisfactory.	0	9	6	0	7	5
For instances when difficulties with an instructor evolved.						
1. Unable to solve.	10	12	0	14	9	9
2. Solved by conferring with instructor.	54	50	71	64	82	61
3. Solved by conferring with faculty advisor.	10	4	7	9	0	6
4. Solved by conferring with fellow students.	16	22	18	9	0	16
5. Solved by conferring with Counseling Center.	0	4	0	0	0	1
6. Other.	10	12	4	4	9	8

Chart A-15

The second most popular method for solving difficulties with instructors was through conferring with fellow students. This method was utilized most often by the graduates of the Business Management Division and least often by those in Vocational Education. It might be concluded that the graduates of the Business Management Division did not receive reliable assistance from fellow students, however, because they were the most dissatisfied with student/instructor relationships and least likely to confer with instructors when difficulties evolved. This is further substantiated when noting an above average number of instances where the graduate was unable to ameliorate the difficulties.

Neither the Counseling Center nor faculty advisors have been utilized to any great extent in solving student/instructor difficulties

Only the Business Management Division graduates had utilized the Counseling Center in helping them solve student/instructor difficulties when these evolved. And the utilization rate for even these graduates was not significantly high.

A slightly higher percentage of the graduates had utilized their faculty advisors to help solve student/instructor difficulties. However, the rate of utilization fell far short of popular expectations concerning the importance of faculty advisors to students as mediators in these matters.

Evidently, most students who experience difficulty with an instructor have followed this path in resolving conflicts: (1) They first confer with the instructor; (2) Then with other students; (3) With their faculty advisor next; and (4) Then with the Counseling Center. However, not all complete the circuit and a number never were able to solve the difficulties which evolved.

Has The College Adequately Recognized Strong Personal Attributes Of Students To Improve Academic Advisement And Career Planning?

Too often the strong personal attributes or qualities a student brings to the College are unidentified and overlooked in academic advisement and career planning. In many instances the student is not even aware of unique personal qualities or of their significance in achieving average or better successful performance in certain occupations. The result is a predictably high degree of personal dissatisfaction, false starts and below level achievement.

Personal attributes include special interests for certain types of work activities; temperament or ability to adjust to certain occupational or study situations. They also relate to special aptitudes or abilities for successfully learning to perform certain occupational and study tasks, general educational development, physical demands and prior background, training or experience acquired in performing certain tasks and in knowing special information. The Dictionary of Occupational Titles identifies and correlates these traits with related requirements for hundreds of existing job titles, worker trait groups and job responsibilities.[4]

It is understood the College does not make extensive psychometric analyses for students in matching their personal attributes with occupations and appropriate education and training. Nor has the Dictionary of Occupational Titles been utilized to any great extent in curriculum planning and development by the College. The students need to be made aware of the relative significance of these to future success and rate of progress in achieving their own personal development goals.

Are the graduates of the opinion that the College adequately recognized their strong personal attributes in academic advisement and career planning?

The College has not provided for an adequate accounting of the student's strong personal attributes or qualities

Chart A-16 on page 60 shows that of greatest importance to the graduates was their wish to have known more about their personal attributes in order to make wise educational and career decisions. This was a fairly consistent observation among the graduates of all the academic divisions - particularly those enrolled in the Business Management and Engineering Technologies Divisions. The graduates of the Hotel, Restaurant and Food Services Management Division were the least inclined of

---

[4] Op. Cit., pp. 651 - 656

GRADUATES STRONG PERSONAL ATTRIBUTES WHICH SHOULD HAVE BEEN CONSIDERED IN ACADEMIC ADVISEMENT AND CAREER PLANNING AT DELHI

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
What strong personal attributes or qualities did you have when entering Delhi which, had they been identified by counseling and guidance, would have improved academic advisement and career planning?						
1. My special interests or preferences for certain types of work activities.	23	16	20	23	29	21
2. My temperament or ability to adjust to certain types of occupational and related course situations.	18	20	23	19	14	19
3. My special aptitudes and abilities for successfully learning to perform certain occupational and study tasks	2	10	7	9	0	7
4. My prior background, training or experience acquired in performing certain techniques and in knowing special information about certain jobs or tasks.	18	10	10	23	29	16
5. Wished I had known more about my personal attributes in order to make wise educational and career decisions.	30	34	33	23	29	30
6. Other	7	10	7	3	0	7

Chart A-16

all to feel they needed to know more about their personal attributes in making wise educational and career decisions.

The next greatest concern of the graduates was that their special interests or preferences for certain types of work activities be identified by counseling and guidance. This finding is closely matched by the graduate's concern that their temperament or ability to adjust to certain types of occupational and related study situations be identified through counseling and guidance to improve academic advisement and career planning.[5]

Interestingly, the graduates were not terribly concerned about learning more of their special aptitudes and abilities related to performing certain occupational and study tasks. Evidently, they felt these matched career and academic decisions they made more closely than did their special interests and temperaments.

In sum, 40 percent of the graduates wished more attention had been given to their special interests and their temperaments in counseling and guidance for academic advisement and career planning. A significant number of graduates (16 percent) wished their prior background, training, or experience in relation to knowledge or job skills already acquired had been incorporated into their educational programs and career planning at Delhi. Finally, 30 percent (almost a third) of the graduates just wished they had known more about their personal attributes to make wise educational and career decisions. These findings applied consistently to all graduates regardless of the academic division in which they had been enrolled at Delhi.

---

[5] Again, these and other personal attributes are codified for various job responsibilities in the Dictionary of Occupational Titles.

If The Graduates Had It To Do Over Again What Would They Have Done Differently?

While hindsight is proverbially more reliable than foresight, insights gained through evaluating past experiences are of even greater value. What insights have the graduates obtained through evaluating their experiences, especially as these relate to Delhi College?

Chart A-17 on page 63 illustrates that *the single outstanding thought the graduates had would be to enroll at Delhi if they had it to do over again*. Next most significant to the graduates was the thought that they would also have done everything the same before entering Delhi. Next the graduates would have worked harder in high school and at Delhi, and would have done everything the same after leaving Delhi. Of next greatest importance to the graduates would have been a change in their curriculum major in college.

Interestingly, in reflecting back on their experiences, the graduates would not have been more inclined to enter a four-year college or even another two-year college after graduation from high school. Nor (upon leaving Delhi) would the graduates have been more inclined to ask the College for assistance in transferring or finding employment. Not that the graduates were unconcerned with these matters. Rather,

CHANGES IN EARLIER EDUCATIONAL AND CAREER DECISIONS THE GRADUATES WOULD NOW MAKE AFTER EVALUATING THEIR EXPERIENCES

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

		DIVISION					
	QUESTION *If you had it to do over again, what would you have done differently?*	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
1.	Would have done everything the same before entering Delhi.	18	11	12	13	24	14
2.	Would have done everything the same after leaving Delhi.	9	8	13	15	16	11
3.	Would have again enrolled at Delhi.	22	23	19	14	16	18
4.	Would have chosen a different curriculum major in college.	10	7	2	6	8	8
5.	Would have worked harder in high school.	10	9	14	13	12	12
6.	Would have worked harder at Delhi.	10	14	18	15	12	11
7.	Would have entered another two-year college after graduation from high school.	2	0	6	2	4	4
8.	Would have entered a four-year college after graduation from high school.	7	12	0	8	8	6
9.	Upon leaving Delhi, would have asked the college for assistance in finding employment.	0	3	12	2	0	5
10.	Upon leaving Delhi would have asked the college for assistance in transferring.	10	0	6	10	0	5
11.	Other	2	5	0	2	0	2

Chart A-17

in cogitating on their experiences, it is just that the graduates impute a higher priority to the idea that they would again enroll at Delhi and probably have worked harder.

The graduates of the Engineering Technologies Division would be least likely of all to select a different curriculum major in college. They would also be most likely to have worked harder at Delhi if they had it to do over again. The graduates of the Agriculture and Business Management Divisions (while most likely to again attend Delhi) would also be most likely to enroll in a four-year college after graduation from high school. The Hotel, Restaurant and Food Services Management Division and Vocational Education graduates appear to be most satisfied with everything they did after leaving Delhi.

What Were The Most Important Outcomes Of The Graduates' Education And Training At Delhi?

There are various outcomes which graduates of the education and training program at Delhi might experience. The College's official statements in Academic Master Plans, College Catalogs, etc. point to several of these as being most significant. The question remains: "Do the graduates hold similar views and what priority would they assign to these?"

Understandably, certain common assumptions as to the relative importance of various educational outcomes likewise find their way into official policy statements and positions of the College and these must be systematically tested and evaluated in establishing their continued validity.

No doubt, certain changes in the operating assumptions and objectives of the College are necessary over the years in order to develop appropriate modifications in the educational program designed to reflect evolving community imperatives and needs. Chart A-18 on page 66 illustrates the results when testing some of these operating assumptions on recent graduates.

For the graduates, the College's single most important mission was to prepare them for employment in a career field

The College has always assumed that its most important mission was to prepare people for employment in a career field. This remains a valid assumption in that the graduates report this outcome as most significant to them. This outcome is valued strongest by the graduates of the Vocational Education Division, followed next by those of the Agriculture Division.

Interestingly, preparation for employment in a career field is not the most significant purpose the present entering student hopes to accomplish by attending Delhi. An equal proportion of Fall 1971 entering students were completing one or two years of college work prior to transferring to a four-year college or university. Forty percent of the present entering class are preparing to transfer and 40 percent are preparing for employment immediately following graduation.[6] And, unlike the present group of entering students, preparation for transfer to

---

[6] American Council on Education Survey of Entering Freshmen at Delhi (Fall 1971). Delhi College asked all entering students their purpose in attending the College.

THE MOST IMPORTANT OVERALL OUTCOMES OF THE GRADUATE'S EDUCATION AND TRAINING AT DELHI

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

DIVISION

QUESTION

What were the most important over-all outcomes of your education and training at Delhi?

a. Major Statement
b. Secondary Statement
c. Average

QUESTION	AGRICULTURE			BUSINESS			ENGINEERING TECHNOLOGIES			H.R.F.S.M.			VOCATIONAL EDUCATION			TOTAL COLLEGE		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
1. Prepared me for transfer.	9	9	9	8	8	8	12	3	8	3	9	6	0	0	0	7	7	7
2. Prepared me for employment in a career field.	35	24	30	27	22	25	33	10	22	23	26	25	67	0	34	33	19	26
3. Helped me to achieve added maturity.	21	18	20	25	15	20	11	10	11	26	13	20	13	0	7	20	13	17
4. Improved my ability to apply myself to college studies.	3	3	3	6	3	5	0	17	9	10	0	5	0	0	0	4	5	5
5. Improved my thinking and problem solving skills.	12	9	11	6	8	7	21	23	22	6	4	5	13	25	19	11	12	12
6. Helped me understand more about my career goals.	12	12	12	6	17	11	12	10	11	16	17	17	7	17	12	10	14	12
7. Helped me learn more about living, working and cooperating with others.	6	24	15	22	27	25	11	27	19	16	31	24	0	50	25	13	29	21
8. Other	3	3	3	0	0	0	0	0	0	0	0	0	0	8	4	1	1	1

Chart A-18

an upper division institution is almost last in priority as a significant education and training outcome for the graduate.

Chart A-19 on page 68 illustrates that if the present entering student body is stratified by academic division some further interesting findings are revealed. The students entering the Vocational Education Division are most likely to be preparing for employment immediately following graduation (66 percent) followed next by those of the Business Management Division (41 percent). Also, these students are least likely to be transferring (10 percent and 37 percent respectively). The students presently entering the Engineering Technologies Division are least likely to be preparing for employment immediately following graduation (33 percent) and most likely to be completing the first one or two years of college prior to transferring to a four-year college or university (54 percent).[7]

With the exception of the Vocational Education students, these findings do not correlate with the assumptions commonly held at the College. Some academic divisions have consistently reported a large number of entering students planning to transfer. The Business Management and Agriculture Division students were felt to be among these, but the results of the Fall 1971 American Council on Education Survey indicate otherwise, as does the follow-up survey of graduates. Aside from the Engineering Technologies Division, the students entering the Hotel, Restaurant

---

[7] These results include the Engineering Science students. These students represent approximately 22 percent of the total entering enrollment in the Engineering Technologies Division. This is one explanation for the very high proportion of prospective transfer students in this division, but probably not the only one.

THE PURPOSE PRESENT ENTERING STUDENTS HOPE TO ACCOMPLISH BY ATTENDING DELHI COLLEGE

(Includes all entering students, Fall 1971)

FIGURES SHOWN ARE IN PERCENT

At the time you made application for entrance, which one of the statements below most closely describes the purpose you hoped to accomplish by attending Delhi?

		DIVISION					
		Agriculture	Business	Engineering Technologies *	HRFSM	Vocational Education	Total College
1.	Preparing for employment immediately following graduation.	34	41	33	37	66	40
2.	Completing the first one or two years prior to transferring to a four year college or university.	44	37	54	50	10	40
3.	Gaining a general education for my own personal benefit.	17	14	6	8	15	13
4.	Only attempting to satisfy the pressures of society "to have a college eudcation".	2	2	2	2	4	2
5.	Did not have any defined purpose.	3	6	5	3	5	5

---

* Includes Engineering Science transfer students. They represent 22 percent of the entering student enrollment in Engineering Technologies Division, Fall 1971.

Source of Data: American Council on Education Survey, Fall 1971.

Chart A-19

and Food Services Management Division are most likely to be preparing for transfer.

For the graduates, the College's second most important mission was helping them learn more about living, working, and cooperating with others

---

In retrospect, the graduates reported that the second most important overall outcome of their education and training at Delhi was the assistance received in "learning more about living, working, and cooperating with others." Almost as many graduates mentioned this outcome as being most important as they did preparation for employment in a career field, particularly the graduates of the Vocational Education, the Hotel, Restaurant and Food Services Management, and the Business Management Divisions.

The next most important overall outcome mentioned by graduates was that their education and training experiences at Delhi helped them achieve added maturity. This was especially important to the graduates of the Agriculture Division.

The graduates of the Engineering Technologies and Vocational Education Divisions were most impressed that the education and training at Delhi had improved their thinking and problem-solving skills. This view was least prevalent among the graduates of the Hotel, Restaurant and Food Services Management Division, Business Management Division and Agriculture Division.

The graduates were not overly impressed that their education and training at Delhi had helped them understand more about their career goals. There was almost universal agreement on this assessment among the graduates of all the academic divisions.

The graduates were least impressed of all about the possibility they might have improved their ability to apply themselves to college studies. For the entering student today this would be a much more significant outcome in view of the much higher number of these persons indicating they plan to transfer to an upper division college after leaving Delhi. It will be demonstrated later in this report that this was definitely an important outcome for graduates who transferred.

How Do The Graduates Rate The Instructional Program at Delhi?

Rather than ask the graduates to make a subjective evaluation of the instructional program at Delhi on a good-fair-poor, etc. scale, it was felt more useful information and valid results would be obtained by evaluating selected instructional characteristics important to the success of educational programs at the College. Thus, the graduates were asked to compare the academic qualifications of faculty with the practical experience in their respective fields; grading standards; instructional emphasis, and the depth and breadth of specialization in the graduate's major field.

The vast majority of graduates report the faculty demonstrated a good balance between experience in their field and academic competence

Chart A-20 on page 72 demonstrates that 72 percent of the graduates reported the faculty demonstrated a "good balance between experience in their field and academic competence." This ranged from a high of 86 percent for the graduates of the Engineering Technologies Division to a low of 63 percent for the Hotel, Restaurant and Food Services Management Division. A significant number of the Hotel, Restaurant and Food Services Management Division graduates reported the faculty were "not well qualified academically, but had good experience in their field." The Engineering Technologies Division graduates reported the least concern that faculty were not qualified academically (4 percent).

The vast majority of graduates report grading standards to be "just about right"

Eighty percent of the graduates reported that grading standards were "just about right" at Delhi. This conclusion ranged from a high of 86 percent among the graduates of the Engineering Technologies and Vocational Education Divisions to a low of 75 percent for graduates of the Business Management Division, where 17 percent felt grading and evaluation too stringent. The graduates of the Agriculture Division reported most often (16 percent) that grading and evaluation

THE GRADUATE'S OVERALL EVALUATION OF INSTRUCTION AT DELHI USING SELECTED FACTORS

(Includes all graduates responding)

FIGURES SHOWN ARE IN PERCENT

	DIVISION					
QUESTION	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
On the basis of your experience at Delhi, please make an overall evaluation of instruction using the selected factors given.						
Faculty Competency						
1. Good balance between experience in their field and academic competency.	76	75	86	63	78	72
2. Well qualified academically. Not experienced in their field.	10	11	10	9	13	11
3. Not well qualified academically. Good experience in their field.	10	9	4	28	13	14
4. Not well qualified academically. Not experienced in their field.	4	5	0	0	6	3
Grading Standards						
1. Too stringent in grading and evaluation.	6	17	0	10	0	8
2. Just about right.	78	75	86	80	86	80
3. Too lax or easy in grading and evaluation.	16	8	14	10	14	12
Instructional Emphasis						
1. All theory and principles. Few "hands-on" practical applications.	19	36	10	10	15	21
2. Suitable balance between theory, principles and "hands-on" practical applications.	73	57	77	36	70	56
3. Mostly "hands-on" practical applications. Little in the way of principles and theory.	8	7	13	84	15	23
Specialization in Major Field-depth and breadth provided.						
1. Overspecialized in major field. Not enough general studies.	14	28	4	15	*	17
2. Suitable balance between major field and general studies.	66	48	79	46	*	59
3. Not enough specialization provided in major field. Too much general studies.	20	24	17	36	*	24

---

*Not applicable - Vocational Education students do not take General Studies curriculum area.

Chart A-20

were too lax or easy, followed next by the graduates of the Engineering Technologies and Vocational Education Divisions (each 14 percent).

It would appear that, overall, grading standards at the College have been just about right from the graduates' point of view, with graduates of some divisions reporting too stringent grading and evaluation and others too lax or easy.

There is no overwhelming consensus among the graduates that the balance between theory and "hands on" practical applications in the instructional program is suitable

A significantly smaller percentage of the graduates (56 percent) reported finding a suitable balance between theory, principles and "hands on" practical applications in the instructional program. This is a surprising result in view of the fact that the College has consistently viewed itself otherwise; that is, as offering a curriculum in applied science. It is noteworthy that only 36 percent of the Hotel, Restaurant and Food Services Management Division graduates reported a suitable balance (the lowest of any division) between theory, principles, and practical applications. Somewhat similar findings were reported by the graduates of the Business Management Division (57 percent). Graduates most satisfied were those of the Engineering Technologies Division.

A significant number of the Hotel, Restaurant and Food Services Management Division graduates (84 percent) reported their instruction was mostly "hands on" practical applications with little in the way of principles and theory. This finding would tend to correlate positively with the earlier statement where 28 percent of the Hotel, Restaurant and Food Services Management Division graduates reported the faculty were not well qualified academically, but reflected having good experience in their field.

In contrast to the above, 36 percent of the Business Management Division graduates found their instruction all theory and principles with few "hands on" practical applications, followed next by the Agriculture Division graduates (19 percent).

There is no overwhelming consensus among the graduates that the depth and breadth of specialization in the major fields is adequate

Fifty-nine percent of the technical graduates felt there was a good balance between the major field and general studies when evaluating the depth and breadth of specialization provided in their major field. This ranged from a high of 79 percent for the Engineering Technologies Division graduates to a low of 46 percent for the Hotel, Restaurant and Food Services Division and 48 percent for the Business Management Division.

In general, there seems to be slightly more concern among technical graduates that not enough specialization is provided in the major field and too much general studies is incorporated (24 percent). The exception to this conclusion are the graduates of the Business Management Division where slightly more of the graduates (28 percent) feel their instructional program was over-specialized in the major field with not enough general studies.

In sum, the findings relative to the graduates' evaluation of their instructional program at Delhi does provide some surprises. *For a college which professes to educate and train technical personnel with both applied "hands on" skills and knowledge closely adapted to the world of work and general education, it was surprising to note the rather dramatic exceptions to this assumed satisfactory balance reported by the graduates*. In some cases faculty have not reflected this balance in their own professional preparation. In others, the instructional program in both the general and technical areas of study may be too heavily oriented to theory or principles with too few "state-of-the-art," rationally systematic applications beyond the simple recall of knowledge to include problem solving, analytical skill development, and synthesis of these in role playing.

Finally, it should be noted that changes have recently been adopted in some curricula areas. Some of these changes have been made in areas where the graduates, in the survey, reported there were deficiencies.

Information From Employed Graduates

This part of the follow-up analysis relates to graduates who accepted a full-time position following graduation from Delhi. That is, the graduates took a full-time position after graduation as opposed to furthering their education full-time after leaving Delhi. The information evaluated here thus reflects the personal job experiences of graduates who did not transfer immediately after graduation.

The information requested from these graduates relates to their career goals; job performance; how their position relates to the curriculum studied; the relationship between the employers for which they worked and earlier work experiences; their job responsibilities in relation to organizational supervision and management; job tasks requiring the greatest skill or competence; their progress in achieving career goals; experience with additional training and education since graduation; and estimates of courses and areas of study beneficial in achieving their career goals. The information requested is not all-inclusive and only serves to indicate in a general way areas of concern where the College can realistically provide improved means for assisting the graduates in achieving their career goals.

In some instances, the findings indicate that further study is required. In others, more immediate changes in the educational program can be implemented. Some necessary adjustments suggest the need for basic changes in *objectives* and *educational responsibilities* for the College and its programs. Others relate principally to the education *process* with only minimal tampering with objectives and responsibilities required.

What Changes Have Taken Place In The Career Goals Of Graduates?

It is expected that changes in career goals of graduates will occur just as happens with everyone. However, the extent to which graduates of the College have changed their career goals, when these changes occur, or even if the graduates have had well defined goals is not certain.

The choosing of a career field is an important aspect in defining career goals clearly. For the most part it has been assumed students and graduates have chosen a career field, but is this a valid assumption? It is an assumption on which a good deal of the educational process, objectives, programs, and services at most colleges are based. Thus, it is of great importance that the college inquire of its entering students and graduates of their career field goals and decisions.

Most graduates (like present entering students) had already chosen a career field when entering the College

The follow-up results in Chart A-21 on page 79 show that 89 percent of the graduates had made a career field choice at the time they entered the College. A slightly greater percentage (92) of the Fall 1971 entering students reported they had made a career field choice.[1] Thus, there has not been a significant change in the extent to which students have (or have not) chosen a career field at the time of entry to Delhi.

The Agriculture Division graduates were most likely to have chosen a career field at the time of entry to Delhi, while those of the Business Management Division were least likely to have done so. Similar findings were obtained from the Fall 1971 entering students.

Few graduates reported they wanted an opportunity to explore different course fields

Only 7 percent of the graduates reported they wanted more opportunity to explore different career fields while at Delhi. Nine percent of the Fall 1971 entering students reported this need.

---

[1] American Council on Education Survey noted earlier. See Chart A-22 on page 80.

CHANGES THAT HAVE TAKEN PLACE IN GRADUATE CAREER GOALS SINCE FIRST ENTERING DELHI

(Includes only graduates accepting a full time position after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION					
	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
What changes have taken place in your career goals since you first entered Delhi?						
1. Had not made a choice of a career field before entering Delhi.	4	15	14	6	13	11
2. Had not made a choice of a career field before graduation from Delhi.	7	21	5	0	0	9
3. Have not made a choice of a career field at this time.	7	15	5	0	0	7
4. Changed my choice of a career field while at Delhi.	14	15	13	0	18	12
5. Changed my choice of a career field after taking a full-time job.	25	27	13	16	13	20
6. Have not changed my choice of a career field since entering Delhi.	32	30	45	72	50	43
7. Wanted more oportunity to explore different career fields while at Delhi.	11	7	5	6	6	7

Chart A-21

THE STATUS OF PRESENT ENTERING STUDENT CAREER PLANS AT DELHI COLLEGE

(Includes all entering students, Fall 1971)

FIGURES SHOWN ARE IN PERCENT

From the statements listed below, select the one which most closely represents the status of your career plans at this time.	DIVISION Agriculture	BUSINESS	Engineering Technologies *	HRFSM	Vocational Education	Total College
1. Have definitely decided on a career field.	44	25	27	46	51	37
2. Have tentatively decided on a career field.	44	56	56	42	35	46
3. Have not made a choice of a career field.	4	9	6	5	8	8
4. Want an opportunity to explore different career fields.	8	10	11	7	6	9

---

* Includes Engineering Science transfer students. They represent 22 percent of the entering student enrollment in Engineering Technologies Division, Fall 1971.

Source of Data: American Council on Education Survey, Fall 1971.

Chart A-22

Interestingly, while the Agriculture Division graduates were most likely to have already chosen a career field when entering Delhi, they were also most concerned of all the graduates that more opportunities to explore different career fields be provided while at Delhi.

Though only 9 percent of the Fall 1971 entering students reported they wanted an opportunity to explore different career fields, 30 percent of the entering students viewed Delhi as a good place to explore and establish their career and personal goals. In contrast to the graduates, only 27 percent of the Fall 1971 entering students viewed the College as a place to get a high quality technical or vocational education in preparation for a career.

Of the present entering students, those of the Engineering Technologies Division (11 percent) and Business Management Division (10 percent) are most concerned that they have an opportunity to explore different career fields. Thus, some shifting in the entering students' desire to explore career fields while at Delhi has occurred among the several academic divisions when compared with graduate responses.

For most graduates and present entering students, the career field chosen at the time of entry is only tentative or transitional

---

While most graduates (as entering students) had chosen a career field, less than half have not changed their choice of career field since entering Delhi.[2] This finding also correlates positively with recent findings obtained relative to the career plans of Fall 1971 entering students at the College where 46 percent reported they had "tentatively decided on a career field" and only 37 percent had "definitely decided on a career field." This also correlates with the large number (30 percent) of Fall 1971 entering students who view Delhi as a good place to explore and establish their career and personal goals and the 13 percent whose purpose is just to gain a general education for their own personal benefit.

Of all graduates, those of the Hotel, Restaurant and Food Services Management Division were the most stable in relation to their early career field choices. Seventy-two percent of these graduates reported not having changed their career field choice since entering Delhi. In fact, 71 percent are presently employed in the major field enrolled at graduation and only 6 percent changed their major field while at Delhi.

Graduates of the Business Management and Agriculture Divisions were least stable in relation to their early career field choices. Only 30 percent of the Business Management Division graduates and 32 percent of the Agriculture Division graduates had not changed their career field choice since entering Delhi. For the Business Management Division graduates this finding is understandable in view of the relatively large percentage of these graduates who had not chosen a career field either when first entering the College (15 percent) or at the time of graduation (21 percent). However, there is no ready explanation for the relative low stability of Agriculture Division graduates in remaining with their early career field choices. One conclusion can be stated: The fact that the Agriculture Division graduates were most likely of all entering students to have chosen a career field was no bellweather indication they would also be most likely to remain with their early career field choice.

---

[2] Only 43 percent of the graduates have not changed their choice of career field since entering Delhi. Evidently the desire to change career goals or fields has to a large extent matched the number of changes actually made. It was noted elsewhere, an examination of the employment histories of graduates accepting a full-time position after graduation revealed that 60 percent were presently employed in the major field enrolled at graduation. Also, 13 percent of the graduates had actually changed their major field while enrolled at Delhi, thus making a net change of 53 percent (47 percent still in the same field).

When graduates have shifted career field choices, this occurred most often after taking a full-time job

The chances are about 5 to 3 the graduates, when changing career field choices, did so after taking a full-time job. There is no apparent explanation for this finding except to say there is a strong negative correlation between curriculum inflexibility reported by graduates of the several academic divisions and their tendency to have made the career field change before leaving Delhi. It is almost as though many students first leave Delhi in order to make a desired change in career fields.

In instances where the College just does not offer a desired career field, the explanation for the preponderence in post-Delhi changes is explicable. In other instances, any earlier career plans or expectations the graduate had just did not materialize.

The graduates of the Hotel, Restaurant and Food Services Management Division, Agriculture Division, and Business Management Division, when shifting career field, did so most often after graduation. The Hotel, Restaurant and Food Services Management Division graduates were least likely to have made the career field change while at Delhi and those of the Vocational Education Division most likely.

Some graduates never do choose a career field

Approximately 9 percent of the graduates report not having made a career field choice prior to graduation from Delhi indicating that most who take a full-time job after graduation have decided to try some career field. The Business Management Division graduates were least likely to have chosen a career field before graduation (21 percent) while all graduates of the Hotel, Restaurant and Food Services Management Division and Vocational Education Division had done so.

There were graduates taking a full-time job after graduation (7 percent) who reported not having made a choice of a career field at the present time. Again, the Business

Management Division graduates (15 percent) were most likely of all to feel this way. Evidently, some people just do not have any specially defined career purpose when enrolled at the College. With 15 percent of the Fall 1971 entering class reporting their purpose was to just obtain a general education for their own personal benefit, the proportion of these people enrolled at the College is probably increasing.

The tenacity of career field choices made by entering students may be decreasing further for the academic divisions

---

The great amount of career field shifting made by graduates between the time they entered Delhi and up to the time of the follow-up survey has been documented. Overall, only 43 percent of the graduates had never changed the career field chosen at the time of entry to the College, ranging from a low of 30 percent to a high of 72 percent. For most graduates, more shifts have occurred after taking a full-time job than before graduation from Delhi.

It was learned that, while few of the Fall 1971 entering students had not made a choice of a career field, the majority of these people have only committed themselves to an acknowledged tentative decision. As with the graduates surveyed, the students entering the Business Management Division are the lease definite of all about their career field choice (only 25 percent) and those most certain are enrolled in the Hotel, Restaurant and Food Services Management Division and Vocational Education Division.

There has been a decrease in the certainty of career field choice among the students entering the Engineering Technologies Division also when compared with the graduates of this and other divisions. Only 27 percent of present entering students in the Engineering Technologies Division have definitely decided on a career field.

In sum, it is safe to say that less students today than in the recent past are firmly committed to a career field choice and thus are exploring before establishing more definite career and personal goals.

Is The Actual Job Performance Of Graduates Equal To Their Expectations At The Time Of Graduation From Delhi?

Devising a unit to measure the relative satisfaction of graduates with their educational outcomes at Delhi is difficult at best. One indicator would be the degree to which their job performance expectations at the time of graduation matched their early employment experiences after graduation.

The fact that graduates are satisfied or not with actual job performance does not, of course, tell the whole story. Other individuals and community groups derive direct or indirect benefits from the educational program at Delhi (for instance, employers or the community at large) and may or may not agree with the graduates' evaluation of job performance citizenship responsibility, etc. Hence, the measure of achievement for educational outcomes utilized here is not comprehensive by any stretch of the imagination.

The vast majority of graduates felt their actual job performance was equal to or greater than they expected it would be at the time of graduation from Delhi

---

Chart A-23 on page 88 illustrates that 79 percent (almost 4 out of 5) of the graduates accepting a full-time position after graduation from Delhi reported their actual job performance to be either equal to or greater than they expected it would be at the time of graduation. Thirty-five percent felt their job performance was "equal to," 36 percent "above," and 8 percent "far above" their expectations. Sixteen percent felt they performed "below" and 5 percent "far below" their expectations.

The graduates of the Vocational Education Division were most optimistic (86 percent) about their actual job performance followed next by the Hotel, Restaurant and Food Services Management and the Engineering Technology graduates. Those least optimistic were graduates of the Business Management and Agriculture Divisions. Significantly, there were no Business Management Division graduates who felt their job performance was "far above" their earlier expectations at the time of graduation. The greatest percentage of "far above" assessments were reported by the Engineering Technologies and Vocational Education Division graduates.

HOW THE GRADUATES COMPARE ACTUAL JOB PERFORMANCE WITH THIER EXPECTATIONS AT THE TIME OF GRADUATION FROM DELHI

(Includes only graduates accepting a full time position after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION					
	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
Based upon early employment experiences, how would you compare your actual job performance with your expectations at the time of graduation from Delhi?						
1. Performed far above expectations.	9	0	16	6	14	8
2. Performed above expectations	18	41	37	53	22	36
3. Performed equal to expectations.	50	31	32	26	50	35
4. Performed below expectations	18	24	10	10	7	16
5. Performed far below expectations.	5	4	5	5	7	5

Chart A-23

To What Degree Have The Graduates' Positions of Employment Matched The Curriculum Major Objectives At Delhi?

It is important for a college historically oriented to career education and training to evaluate the extent to which curriculum objectives match the graduates' positions of employment. One way to obtain this information is to ask the graduates. Obvious limitations are involved, such as the graduates' possible unfamiliarity with the curriculum objectives themselves.

However, since the graduate-to-be is the principal beneficiary and participant in the educational process, the graduates' own views about curriculum objectives (whether the objectives are really known or not) are as important as any in evaluating educational outcomes. The fact that a graduate may not know the objectives of a curriculum major is irrelevant, since these should have been conveyed to the student and agreed upon anyhow in the instructional process. Hence, it must be assumed the graduate should and can make these judgments or the educational process had failed in an important area of concern.

For the vast majority of graduates, their position(s) of employment were "related" to the objectives of their curriculum major at Delhi

---

Chart A-24 on page 90 shows that 90 percent of the graduates taking a full-time position after graduation from Delhi reported their positions of employment have been related to the objectives of their curriculum major at Delhi. Forty-

THE DEGREE TO WHICH THE GRADUATE'S POSITIONS OF EMPLOYMENT HAVE BEEN RELATED TO THE OBJECTIVES OF THEIR CURRICULUM MAJOR AT DELHI

(Includes only graduates accepting a full time position after graduation)

FIGURES SHOWN ARE IN PERCENT

		DIVISION					
QUESTION		AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
To what degree has your position(s) of employment been related to the objectives of your curriculum major at Delhi?							
1.	Unrelated	26	10	5	0	7	10
2.	Somewhat related.	44	50	50	53	22	47
3.	Matched the curriculum objectives.	30	40	45	47	71	43

Chart A-24

seven percent reported a "somewhat related" degree and 43 percent reported their positions of employment "matched the curriculum objectives."

The graduates of the Agriculture Division were least likely of all to find the curriculum objectives of their major matching positions of employment. Twenty-six percent of these graduates reported the objectives of their curriculum were "unrelated" to their positions of employment and only 30 percent felt they matched. None of the Hotel, Restaurant and Food Services Management Division graduates felt the objectives of their curriculum major were "unrelated" to their positions of employment. Most all of these findings correlate with the analysis of the graduates employment histories.

Less than half the graduates reported a "match" between curriculum objectives and "positions of employment"

While, overall, there was considerable agreement among graduates about the positive correlation between their positions of employment and curriculum objectives, there were still only less than half (43 percent) who reported a "match" between curriculum objectives and positions of employment. As noted earlier, 47 percent reported they were "somewhat related."

Among the academic divisions the Vocational Education graduates were most apt (71 percent) to find a "match" between curriculum objectives and their positions of employment.

Graduates of the Agriculture and Business Management Divisions were least likely (30 and 40 percent respectively) to find a match.

It might be concluded that the curriculum objectives for Vocational Education are probably easier to define and match with positions of employment than are the professional and technical programs. In any case, they have been matched quite well. An explanation for the Hotel, Restaurant and Food Services Management Division graduates would be their greater tendency to accept positions of employment in the major field for which they were trained.

Have Graduates Worked Either Part-Time Or During Vacation Periods For Employers Prior To Taking A Full-Time Position With Them After Graduation?

The College has always encouraged its students to seek relevant part-time vacation work experience in their major field prior to graduation. This is an important strategy which is often employed by colleges and individuals in job placement and career education. Many employers (particularly when making hiring decisions in a "tight" labor market) will use the "prior experience" criterion in making choices between prospective job applicants.

The College's work/study encouragement in recent years has consisted mainly of verbally persuading students to seek part-time or vacation work experience. In the instance of the Hotel, Restaurant and Food Services Management Division, legal sanctions related to meeting minimum graduation requirements have been imposed on students to further emphasize the importance attached to this placement and educational strategy.

It is not known how many students are able to find relevant part-time or vacation work experience during their education and training at Delhi, but the number is probably quite small. More formalized and aggressive work/study processes by the College will be required.

One indicator of the importance of the work/study strategy to placement and training would be the relative number of graduates who (prior to accepting a full-time position after graduation from Delhi) worked either part-time or during vacation periods for any of the employers indicated in their post-graduate employment history.

More than one out of five graduates obtaining a full-time job after graduation is definitely aided by having a previous work/study experience

Chart A-25 on page 94 illustrates that a significant number of the graduates have taken full-time positions with previous work/study employers. Overall, 23 percent of the graduates taking a full-time job after graduation had worked either part-time or during vacation periods for employers with whom they later accepted full-time employment.

On the face of it, this would, by most college placement standards, be considered an above average proportion. Thus, more than one out of five graduates are definitely aided in

THE EXTENT TO WHICH WORK/STUDY EXPERIENCES CAN LEAD TO FULL TIME POSITIONS OF EMPLOYMENT

(Includes only graduates accepting a full time position after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION					
	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
Prior to accepting a full-time position after graduation from Delhi, did you work either part-time or during vacation periods for any of the employers indicated in your employment history?						
1. Yes	23	23	18	17	46	23
2. No	77	77	82	83	54	77

Chart A-25

obtaining a full-time job after graduation by a previous work/study experience before graduation.

Evidently, obtaining prior work/study experience is a particularly important placement and training strategy for the Vocational Education graduates. Almost half (46 percent) of these people had worked either part-time or during vacation periods for employers with whom they later accepted a full-time position.

Some may argue that perhaps more of the Vocational Education students have been sent to Delhi for training by an employer for whom they worked part-time and that they have merely returned to this organization after completing their studies at Delhi. This may be so, but it does not negate the apparent importance of the work/study experience to the student in both finding a full-time job after graduation and increasing the relevancy of the education and training received.

The College has recently developed its first formal cooperative work/study program during the 1971-72 academic year. With the aid of a federal grant, the Parks and Recreation Management students will spend 10 or 12 weeks during the 1972 summer in a College supervised work/study program with the Long Island Park Commission. It will be important to evaluate the results of this venture as it relates to curriculum, instruction, and placement.

To What Degree Do The Graduates' Positions Of Employment Require Them To Be Responsible For The Work Of Others?

It is often noted in the official statements of the College and in informal conversation that the A.A.S. technical and professional curricula prepare graduates who will be qualified to assume responsibility for the work of others such as supervision, middle management, and general administration in an organization. Often it is implied the graduate will assume these supervisory/managerial type responsibilities at entry level after graduation. Curricula, counseling, and advisement have, to a large extent, been based on these assumptions. Thus, it is important to assess the degree to which the A.A.S. graduates do in fact assume these responsibilities.

Placement experiences for college graduates in general would suggest that the inexperienced graduate does not in fact necessarily assume supervisory or related responsibilities in the first entry level job. Generally, movement into supervisory related functions occurs after job experience is obtained. Recognizing this requirement, the graduates were asked about the supervisory and related managerial responsibilities for the first and present full-time jobs after graduation from Delhi. These responsibilities were classified as "responsible only for your own work," "some supervision of others," "management of a major organizational function - middle management," and "supervision and administration of a total organization."

Almost half the A.A.S. graduates report they were responsible only for their own work in their first full-time job after graduation

Chart A-26 on page 98 shows that 49 percent of the A.A.S. graduates accepting a full-time position after graduation reported that in their first job they were responsible only for their own work. Thus, about half the graduates reported they had some supervisory or administrative responsibilities in their first position.

The graduates of the Hotel, Restaurant and Food Services Management Division are most likely to be responsible for the work of others in their first full-time position after graduation from Delhi. Only 31 percent reported they were not. Interestingly, the Business Management Division graduates were least likely of all the technical and professional graduates to be responsible for the work of others. Sixty percent reported they were not.

More of the Business Management Division graduates than any other (20 percent) reported they were responsible for a "middle management" function in their first position after graduation. Those least likely were graduates of the Engineering Technologies Division. Graduates of the Hotel, Restaurant and Food Services Management Division were most likely to be in a "top" management position with the first job (13 percent), while none of the Agriculture or Business Management Division graduates were so employed.

THE DEGREE TO WHICH THE GRADUATE'S POSITIONS OF EMPLOYMENT REQUIRE THEM TO BE RESPONSIBLE FOR THE WORK OF OTHERS

(Includes only graduates accepting a full time position after graduation)

FIGURES SHOWN ARE IN PERCENT

DIVISION

QUESTION

To what degree has your position(s) of employment required you to be responsible for the work of others?

(a) First full-time job after graduation from Delhi.

(b) Present full-time job.

QUESTION	AGRICULTURE		BUSINESS		ENGINEERING TECHNOLOGIES		H.R.F.S.M.		VOCATIONAL EDUCATION		TOTAL COLLEGE	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
1. Responsible only for my own work.	50	41	60	56	47	8	31	6	75	64	51	36
2. Responsible for some supervision of others.	35	21	20	24	47	50	43	40	25	36	33	33
3. Responsible for the personnel and fiscal management of a major organizational function(s) e.g. (Middle Management).	15	29	20	16	0	25	13	27	0	0	12	21
4. Responsible for supervision and administration of total organization.	0	9	0	4	6	17	13	27	0	0	4	10

Chart A-26

In sum, it appears that a significant number of A.A.S. graduates taking a full-time position after graduation are responsible for some supervision of others (34 percent); 12 percent assume "middle management" responsibilities; and 4 percent top management (mostly those who are self-employed proprietors) duties in their first job. In fact, 25 percent of the Vocational Education Division graduates reported they were responsible for some supervision of others.

The A.A.S. graduates report having shifted into managerial and administrative responsibilities in their present positions

While 49 percent of the first time positions require no supervision of others by graduates, 68 percent of the present positions held by the graduates do. In fact, there was a decided shift into middle management and top administrative positions reported by the graduates (36 percent) as compared to 17 percent in the first positions. Not only did the graduates shift out of being responsible only for their own work, but also out of "some" (limited) supervision of others into more intensive supervisory responsibilities.

The Hotel, Restaurant and Food Services Management Division graduates are most intensively responsible for supervisory, managerial and administrative functions not only in the first job after graduation, but also in their present positions. Ninety-four percent of these graduates are presently employed in this manner, followed closely by the

Engineering Technologies graduates (92 percent). Surprisingly (in contrast), only 44 percent of the Business Management Division and 59 percent of the Agriculture Division graduates are presently employed in a supervisory, managerial, or top administrative position. In fact, the Business Management Division graduates are least likely of all to be presently employed in top management responsibilities: again, no doubt a reflection of the secretarial science graduates included in the sample for this division.

The Engineering Technologies graduates are most likely of all to be responsible for only "some" supervision of others in their present positions, though the greatest shift among these graduates has been into managerial and supervisory positions. The greatest shift for the Agriculture Division graduates has likewise been into managerial type responsibilities (29 percent). The Vocational Education Division graduates have likewise shifted into these kinds of responsibilities.

If the reports of graduates are reliable, then it can safely be concluded the Hotel, Restaurant and Food Services Management graduates are decidedly being prepared for supervisory, managerial and administrative positions both for their first and present jobs after graduation. Graduates of the Business Management Division are least likely to be employed in positions involving these responsibilities in both their first and present jobs.

Are The Graduates Satisfied With The Progress Made Toward Achieving Their Career Goals?

> *The great majority of graduates accepting a full-time position after graduation progress equal to or greater than they expected in achieving their career goals*

Chart A-27 on page 102 demonstrates that the great majority (74 percent) of graduates accepting a full-time position after graduation feel they have progressed equal to or above their expectations in achieving their career goals. Thirty-seven percent felt they progressed "equal to," 25 percent "above," and 12 percent "far above" their expectations. Twenty percent felt they progressed "below" and 6 percent "far below" their expectations.

The Hotel, Restaurant and Food Services Management Division graduates were most satisfied of all with the progress made in achieving their career goals. Eighty-seven percent progressed equal to or above their expectations. Least satisfied were the Agriculture Division graduates. Seventeen percent reported they had progressed "far below" their expectations.

Interestingly, while the Agriculture Division graduates were least satisfied in general, this division also reported the greatest number of graduates who felt they had progressed "far above" their expectations in achieving their career goals. In other words, these graduates were disproportionately either extremely satisfied or extremely dissatisfied with their progress in achieving their career goals.

THE DEGREE OF GRADUATE SATISFACTION WITH PROGRESS MADE TOWARD ACHIEVING THEIR CAREER GOALS

(Includes only graduates accepting a full time position after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION					
	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
How satisfied are you with the progress made toward achieving your career goals?						
1. Progressed far above expectations.	21	10	11	7	15	12
2. Progressed above expectations.	8	24	33	40	23	25
3. Progressed equal to expectations.	33	38	33	40	39	37
4. Progressed below expectations.	21	25	23	13	8	20
5. Progressed far below expectations.	17	3	0	0	15	6

Chart A-27

Have The Graduates' Experiences With Additional Education And Training Since Graduation Been Satisfactory?

The rather orthodox doctrine that the vocational and technical graduate's formal education and training at Delhi was terminal (terminated) after completing a program at the College has gradually yielded to the premise that self-improvement through formal education and training must be a lifetime commitment. Formal training and education is now held to be a continuous planning, testing, and improvement process which is never really terminal for anyone any longer. Thus, the "terminal" lexicon (and all that this concept implies) has now been supplanted by the "career" education and training concept at the College -- an idea not yet fully accommodated equally in all the educational programs and which must be imparted to students, employers, and communities the College serves.

It is important therefore that the College ascertain the graduates' needs and opportunities for additional education and training after completing a program at Delhi; whether the graduates have in fact continued their training and education and, if so, how; and the responsibility the employer is assuming in providing these opportunities. It may well be the College and general public must assume a greater responsibility for the continuous training and education of college graduates from career programs. These may take the form of paid internships, mini courses, extension, and Baccalaureate education and training for technology fields.

The vast majority of graduates accepting a full-time position after graduation have found a need for additional education and training since graduation

---

Chart A-28 on page 105 illustrates that only 17 percent of the graduates accepting a full-time position after graduation have not found a need for additional education and training since graduation. The largest percentage of graduates reporting they had not found a need for additional education and training since graduation were from the Business Management Division (32 percent). The graduates of the Agriculture and Engineering Technologies Divisions were least likely to state there was no further need (6 and 7 percent respectively).

While the vast majority of graduates accepting a full-time position have found a need for additional education and training, few have actually pursued further study

---

Only 29 percent of the graduates accepting a full-time position after graduation have actually undertaken some degree and kind of further education and training since graduation. Of these, about 16 percent of the graduates reported that employers have had in-service training programs that meet the graduates' needs. Thirteen percent of the graduates have since graduation pursued an extensive formal education and training program at higher education institutions. About 10 percent was undertaken in four-year colleges and universities and 3 percent exclusively in other two-year colleges. Thus,

THE GRADUATE'S EXPERIENCE WITH ADDITIONAL EDUCATION AND TRAINING SINCE GRADUATION FROM DELHI

(Includes only graduates accepting a full time position after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION		DIVISION					
		AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION	TOTAL COLLEGE
What has been your experience with additional training and education since graduation from Delhi?							
1.	Find a need for additional education and training.	31	16	30	30	37	27
2.	Opportunities for additional training and education are not available for my field.	3	3	7	8	0	4
3.	Have pursued an extensive program on my own initiative.	6	6	19	8	0	9
4.	Have pursued an extensive program required by my employer(s).	6	0	7	4	6	4
5.	Employer has provided some incentive to pursue additional education and training.	14	10	11	8	13	11
6.	Employers have in-service training programs that meet my needs.	20	16	14	13	19	16
7.	Do not find a need for additional education and training.	6	32	7	16	19	17
8.	Other	17	17	5	13	6	13

Chart A-28

more than half the continued training pursued by graduates was obtained through employer in-service programs, as opposed to higher education institutions.

The Engineering Technology graduates more than any other have obtained further education and training of some kind since graduation from Delhi (40 percent). Least active were the graduates of the Business Management Division, Hotel, Restaurant and Food Services Management Division, and Vocational Education Division (22, 25, and 25 percent respectively). The relative activity or inactivity of these graduates correlates well with their assessment of the need for additional education and training.

Graduates of the Agriculture and Vocational Education Divisions more than any others have found that their employers provided in-service training programs meeting their needs. The Hotel, Restaurant and Food Services Management Division and Engineering Technologies graduates were least likely to experience this opportunity.

In deciding to pursue further extensive education and training in a college or university, the graduate's own initiative as opposed to employer requirements is the deciding factor

More than twice as many graduates pursuing an extensive education and training program in a college or university since graduation have done so through their own initiative as opposed to abiding by an employer requirement. All the Business Management Division graduates pursued further education and training as a result of their own initiative. Evidently the graduates' employers are not as a rule requiring further extensive formal education and training. The reason for this is not known but should be an important topic for further study.[3]

Exceptions to the above general conclusions are found among the Agriculture and Vocational Education Division graduates. Half the Agriculture Division graduates pursued programs required by employers. All the Vocational Education Division graduates who pursued extensive training and education programs did so at the urging of their employers.

Relatively few of the graduates reported that employers provided some incentive to pursue additional education and training

Only 11 percent of the graduates reported the employers provided some incentive for them to pursue additional education and training. This does not include the 16 percent who reported that employers had provided in-service training meeting their needs. Certainly, this is important incentive in itself and a responsibility of employers. However, the graduates obviously do not equate this with providing incentive to pursue the kinds of education and training of concern to themselves.

The Hotel, Restaurant and Food Services Management Division graduates were least likely of all (only 8 percent) to find employers providing some incentive to pursue additional education and training, followed closely by the Business Management and Engineering Technologies Division graduates (10 and 11 percent respectively).

---

[3] One factor might be the increasing number of more responsible entry level positions requiring a Bachelor's degree.

To What Extent Has Instruction In The Various Areas Of Study Assisted The A.A.S. Graduates in Achieving Their Career Goals?

A minimum curriculum structure for the Associate in Applied Science Career Programs is provided for by the New York State Education Department. It is provided that one-third of the course work distribution be in general studies and two-thirds in professional and technical studies. A reasonably broad distribution of general studies (as opposed to concentration in any one area) is requested.

Within the above guidelines, the College can adopt its own distributional requirements. For instance, within the general studies component the College requires 6 hours of social science, 6 hours of math and/or physical science, 6 hours of English composition, 3 hours of health and physical education and 3 hours of free electives in any of the first three areas of study.

What assistance are the various areas of study to the graduates in achieving their career goals? The College has greater flexibility than commonly assumed to make necessary adjustments within the broader State Education requirements.

As expected the graduates' technical and professional courses at Delhi were of greatest use in helping them achieve their career goals

---

Chart A-29 on page 110 demonstrates that 64 percent of the Associate in Applied Science degree graduates reported the technical and professional courses studied at Delhi were of "great use" in assisting them to achieve their career goals. This ranged from a high of 79 percent among the Engineering Technologies Division graduates to a low of 50 percent for the Agriculture Division graduates.

Only 10 percent of the graduates reported they had not used the technical and professional courses studied. This ranged from a high of 16 percent for the Business Management Division graduates to a low of 4 percent among the graduates of the Agriculture Division.

Eleven percent of the graduates reported they should have had additional instruction in their professional and technical area of study. This ranged from a high of 23 percent among the Agriculture Division graduates to a low of 5 percent for the Engineering Technologies graduates.

Overall, it appears the professional and technical area of study provided has been great use to the graduates. There are some interesting exceptions among the technical divisions. The Agriculture Division graduates quite clearly do not feel they should have had additional technical and professional courses of the kind they had studied. If anything,

EXTENT TO WHICH GRADUATES FEEL CURRICULAR AREAS OF STUDY ASSISTED IN ACHIEVING THEIR CAREER GOALS

(INCLUDES ALL GRADUATES ACCEPTING A FULL TIME POSITION AFTER GRADUATION)

FIGURES SHOWN ARE IN PERCENT

	EXTENT OF ASSISTANCE BY DIVISION																			
	Have Not Used					*Some Use*					*Great Use*					*Should Have Had Additional Instruction*				
AREAS OF STUDY	Agriculture	Business	Engineering Technologies	HRFSM	Total College	Agriculture	Business	Engineering Technologies	HRFSM	Total College	Agriculture	Business	Engineering Technologies	HRFSM	Total College	Agriculture	Business	Engineering Technologies	HRFSM	Total College
English Composition	29	11	25	25	20	57	39	38	50	45	14	50	25	12	30	0	0	12	13	5
Mathematics	8	14	0	25	11	44	53	11	40	40	32	23	89	25	40	16	10	0	10	9
Science	9	84	12	59	42	33	16	44	40	31	42	0	44	0	21	16	0	0	1	6
Social Science	29	43	33	59	40	48	25	53	40	39	19	25	7	1	16	4	7	7	0	5
Technical or Vocational Courses	4	16	11	6	10	23	13	5	19	15	50	62	79	69	64	23	9	5	6	11

Chart A-29

up to 25 percent of all graduates would probably even prefer less of what they experienced judging the number who reported either "not having used" or "some use" for this area of study.

Among the general studies area of study the mathematics provided was of greatest use to the graduates in assisting them to achieve their career goals

Forty percent of the graduates reported that the mathematics area of study provided was of "great use" to them in achieving their career goals. This ranged from a high of 89 percent among the Engineering Technologies Division graduates to a low of 23 and 25 percent respectively among the graduates of the Business Management Division and the Hotel, Restaurant and Food Services Management Division.

Only 11 percent of the graduates reported they "have not used" the mathematics studied at Delhi in achieving their career goals. The greatest percentage not using the mathematics provided at Delhi was found among the graduates of the Hotel, Restaurant and Food Services Management Division.

It is probably true that additional instruction in basic mathematics (arithmetic, elementary statistical methods) would be preferred to higher mathematics (algebra, calculus) by many graduates accepting a full-time position after graduation

---

Sixty-five percent of the Hotel, Restaurant and Food Services Management Division graduates, 67 percent of the Business Management Division graduates, and 52 percent of the Agriculture Division graduates report they have either "not used" or find only "some use" for the mathematics studied at Delhi. In contrast, only 11 percent of the Engineering Technologies graduates had this to report.

On the other end of the spectrum, 16 percent of the Agriculture, 10 percent of the Business Management, and 10 percent of the Hotel, Restaurant and Food Services Management Division graduates reported they should have had additional instruction in mathematics. None of the Engineering Technologies Division graduates reported needing additional instruction in mathematics. Clearly, the graduates are reporting some discrepancy between the mathematics received at Delhi and what they need in achieving their career goals when accepting full-time positions after graduation.

Since the graduates have predominately received instruction in higher mathematics such as algebra, trigonometry, and even calculus at Delhi, the alternatives suggested are lower level math (such as basic arithmetic, ratios, proportions, percentages) and probably some work in elementary statistical methods.

Among the general studies areas of study, the English composition instruction provided was (next to mathematics) of greatest use to the graduates in assisting them to achieve their career goals

Thirty percent of the graduates accepting a full-time position after graduation from Delhi listed their instruction in English composition of "great use" in assisting them to achieve their career goals. Forty-five percent listed it of "some use," and 20 percent stated they "had not used" the English composition instruction received in achieving their career goals.

The Business Management Division graduates reported the most use for the English composition instruction received at Delhi. On the other hand, they did not feel they should have more of the instruction they received in English composition. The Engineering Technologies and Hotel, Restaurant and Food Services Management Division graduates reported the least use for the English composition instruction received. However, these graduates also more than any other reported they should have additional instruction in this area of study. A relatively large proportion of the Agriculture, Engineering Technologies, and the Hotel, Restaurant and Food Services Management Division graduates reported not having used the English composition instruction received.

In analyzing the above data, it is probably true that (like the mathematics instruction received) the graduates feel they have made use of the English composition instruction received at Delhi but would prefer some shift in content and emphasis. What the desirable shift would be is open to speculation at this point, but judging by the response of alumni and employers who participated in the follow-up conferences on campus during the 1971 academic year the change in emphasis desired is probably toward building more career oriented communications skills and abilities (both written and oral) as opposed to literary knowledge.

The physical sciences instruction at Delhi has been below marginal productivity to most graduates, especially those outside the Engineering Technologies and Agriculture Divisions

Only 21 percent of the graduates reported the physical sciences instruction received at Delhi was of "great use" to them in achieving their career goals. In fact, none of the Business Management and Hotel, Restaurant and Food Services Management Division graduates found any "great use" for these. Forty-four and 42 percent of the Agriculture and Engineering Technologies graduates respectively noted the physical sciences instruction received at Delhi was of "great use" in helping them achieve their career goals. Significantly, none of the graduates of the Engineering Technology Division reported they should have had additional physical sciences instruction of the kind received at Delhi. The Business Management and Hotel, Restaurant and Food Services Management Division graduates reported essentially the same finding.

Fully 42 percent of the graduates reported having not used the physical sciences instruction received at Delhi in achieving their career goals. The Business Management Division graduates were most adamant in this regard (84 percent), followed next by the Hotel, Restaurant and Food Services Management Division graduates (59 percent).

In all probability, the physical sciences instruction received by students at Delhi should be examined extensively. Obviously, a different curriculum and instruction must be provided for the Business Management and Hotel, Restaurant and Food Services Management students preparing for employment after graduation from Delhi. And, there is also needed a re-examination of the physical sciences curriculum and instruction offered the Agriculture and Engineering Technologies students preparing for employment after graduation. A relatively large percentage of these students also reported below marginal productivity from instruction received in this area of study. Thus, while some change in the physical sciences instruction is indicated, the desired direction and rate will vary both between the academic divisions and between the transfer, non-transfer, and general education student.

Findings similar to the physical sciences instruction at Delhi were reported for the social sciences as well

---

Some would argue it is probable that many graduates are not even aware of what the social science area of study is. This would not be their fault, however, as they all studied at least two social science courses while at Delhi. Certainly a basic outcome expected from this study would be the students' comprehension of what the social sciences area of study is.

Only 16 percent of the graduates accepting a full-time position after graduation reported the social science instruction received at Delhi was of "great use" in achieving their career goals. The Hotel, Restaurant and Food Services Management Division and Engineering Technologies Division graduates were least likely (7 and 1 percent respectively) to find the social sciences of "great use" while the Business Management and Agriculture Division graduates were most likely (25 and 19 percent respectively) to find it of "great use."

Similar conclusions might be drawn for the social sciences instruction received by graduates accepting a full-time position as was noted for the English composition, mathematics and physical sciences areas of study. The problem will be easier to deal with in some than in others, but the need for certain basic changes in their form, content and balance are clearly indicated. One suggestion for the social sciences area of study would be offering an introductory seminar utilizing inter-disciplinary approach before specialization of subject area begins. Perhaps this course would stretch over two semesters.

In Performing The Duties Of Their Position, What Task Or Function Requires The Greatest Skill Or Competence Of Graduates In The First Position And Present Position?

The College is training specialists, as opposed to generalists, for roles within various technical, professional and skilled areas of work. It is presumed the graduates will develop into technicians, quasi-professionals, and skilled craftsmen who are acknowledged as displaying special competencies within their respective major fields, areas of work, and job responsibilities.

There are a range of possible special job competencies which may be linked to job tasks and functions the graduates are responsible for performing. It is probably not possible for the College to prepare all its graduates equally well across the full spectrum of job tasks and functions in just one or two years. Hence, it is out of practical necessity that the College restrict the boundaries of the full range to selected tasks or functions requiring the greatest skill or competence from the graduates.

The graduates were asked to help set the necessary limits by identifying the tasks and functions requiring the greatest skill or competence in their first position after graduation and for their present position. Not all graduates were able to identify their special tasks or functions. Others just did not respond to the query at all. Further study of the problem is necessary. The field interview method would be most functional in helping to obtain a broader and more intensive analysis.

The graduates' responses to this question are recorded in Appendix A on page 152 by academic division, major field, year of graduation, and job title. The reader is referred to these for further analysis.

In general, the graduates have reported the tasks and functions requiring the greatest skill or competence in their positions of employment relate to dealing with data, people or things.[5] They do not all deal with these in equal measure nor at equal levels of complexity within each skill area.

---

[5] By data is meant: information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data taking the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

By people is meant: human beings; also animals, dealt with on an individual basis as if they were human

By things is meant: inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

For more information see *The Dictionary of Occupational Titles*, *Op. Cit.*, Appendix A, pp. 649-650.

The table below presents three hierarchies of complexity for the data, people, and things skill areas, beginning with most complex and ending with no significant relationship.

DATA, PEOPLE, THINGS SKILL AREAS AND HIERARCHIES OF COMPLEXITY

Data	People	Things
Synthesizing	Mentoring	Setting-up
Coordinating	Negotiating	Precision Working
Analyzing	Instructing	Operating-Controlling
Compiling	Supervising	Driving-Operating
Computing	Diverting	Manipulating
Copying	Persuading	Tending
Comparing	Speaking-Signalling	Feeding-Offbearing
No significant relationship	Serving	Handling
	No significant relationship	No significant relationship

For example, at the "synthesizing" level of complexity in reference to data, the graduate must integrate analyses of data to discover facts and/or develop knowledge concepts or interpretations. At the "mentoring" level of complexity in reference to people the graduate must deal with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual and/or other professional principles. And, at the "setting up" level in reference to things the graduate must adjust machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Graduates who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

Naturally, the general educational development levels of skill in relation to reasoning development, mathematical development, and language development prerequisite to performing the respective tasks in relation to data, people, and things must be known and incorporated in the curricula for the various major fields and job responsibilities.[6] They give credence to the observation that language development, for instance, may be as important for the Engineering Technologies graduate as it is for the Veterinary Science Technology or Secretarial Science graduate. Table 2 in Appendix B outlines the several general educational development levels for ready reference by the reader.

---

[6] These are outlined in the Dictionary of Occupational Titles, Op. Cit., Appendix B, p. 652 and are keyed to numerous typical job responsibilities.

How Beneficial Have The Courses At Delhi Been In Helping The Graduates Achieve Their Career Goals?

The graduates accepting a full-time position after graduation were asked to list any courses taken at Delhi which were of exceptional benefit and any which were of some benefit in helping them to achieve their career goals. The graduates were also asked to indicate those areas of study in which they should have had more preparation.

Not all graduates listed courses nor did they all indicate areas of study where more preparation is required. The results from those graduates who did have comments here are summarized in Appendix C on page 166 to this report. They are summarized by academic division, major field studied at Delhi, and year of graduation for each graduate providing a response to this question. It is interesting to note the great variety of present job titles held by the graduates at the time of the survey.

Evaluation of Transfer Experiences By Graduates Who Transferred To An Upper Division College or University After Leaving Delhi

Even before the follow-up survey it was known that many graduates furthered their education full-time following graduation from Delhi. While preparation of graduates for transfer after graduation is not a primary mission of the College (except for the A.A. and A.S. programs), it is important to know how many graduates do transfer, reasons why they do, their success, and other such matters. This is especially important where added recognition is given to the eventuality that graduates will continue their formal education and training in the future to further enhance their own self-development.

When Did The Graduates Who Transferred Decide To Do So?

It is important to know when persons who transfer make this decision. The time frame when the decision is made will influence the form and content of curricula, counseling, and other such educational functions and activities. For instance, if most transferees make their decision prior to entering Delhi the appropriate educational response will be different than if they decide after leaving Delhi or even while enrolled at the College.

The majority of graduates who transferred after graduation made their decision while enrolled at Delhi and during the second year

Chart A-30 on page 124 shows that 57 percent of the graduates who transferred after graduation made this decision while enrolled at Delhi. Of these, the majority (62 percent) were made during the second year while enrolled at the College. Twenty percent of the graduates who transferred decided sometime after graduation from Delhi and 23 percent before entering the College. Thus, most decisions to transfer were made while enrolled at Delhi and during the second year.

There were some variations to the above pattern among the different academic divisions. Of the graduates who made their decision to transfer after actually leaving Delhi, those of the Business Management Division did so most often (30 percent). Of the graduates who made their decision to transfer before entering Delhi, those of the Agriculture Division did so most often (46 percent), followed next by the Engineering Technologies Division graduates (25 percent). The Hotel, Restaurant and Food Services Management Division graduates were least likely of all (7 percent) to have made the decision to transfer before entering Delhi.

The Hotel, Restaurant and Food Services Management Division graduates were most likely of all (79 percent) to have made the decision to transfer while enrolled at Delhi, and in the second year, followed next by the Engineering Technologies

WHEN THE GRADUATES DECIDED TO TRANSFER

(Includes only graduates transferring after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION *When did you decide to transfer to another college?*	DIVISION AGRICULTURE	 BUSINESS	 ENGINEERING TECHNOLOGIES	 H.R.F.S.M.	 VOCATIONAL EDUCATION *	 TOTAL COLLEGE
1. Before entering Delhi.	46	16	25	7		23
2. While enrolled at Delhi.	36	54	63	79		57
(a) *During the first year.*	*40*	*50*	*20*	*36*		*38*
(b) *During the second year.*	*60*	*50*	*80*	*64*		*62*
3. After graduation from Delhi.	18	30	12	14		20

---

*There were no vocational education graduates who transferred.

Chart A-30

graduates (63 percent). The Agriculture Division graduates were least likely of all (36 percent) to have made the decision to transfer while enrolled at Delhi.

The ratio of entering students who have already decided to transfer has increased in recent years

While only 23 percent of the graduates who transferred had decided to do so before entering Delhi, some 40 percent of the Fall 1971 entering students stated their purpose in attending Delhi was to complete the first one or two years prior to transferring to a four-year college or university.[1] Another 13 percent of the Fall 1971 entering students stated their purpose was to gain a general education for their own personal benefit. Five percent did not have any defined purpose.

The Fall 1971 students entering the Engineering Technologies Division more often than any other (54 percent) of the technical or vocational students stated their purpose in coming to Delhi was to complete the first one or two years prior to transferring to an upper division institution.[2] Half the Fall 1971 students entering the Hotel, Restaurant and Food Services Management Division stated a similar purpose in attending Delhi.

---

[1] Fall 1971 American Council on Education Survey for Delhi College. See Chart A-19 on page 68.

[2] This included the Engineering Science transfer students enrolled in this Division. They represented 22 percent of the entering students in this academic division.

The Fall 1971 students entering the Business Management Division were least likely of all (37 percent) to be completing a program at Delhi prior to transfer, followed next by the Agriculture and Vocational Education Division students (44 percent and 10 percent respectively).

Thus, there has been some shifting in the purposes of students entering the various divisions granting the A.A.S. degree. Where formerly the students entering the Agriculture Division had often already decided to transfer and those entering the Hotel, Restaurant and Food Services Management Division least often, now, those entering the Engineering Technologies and Hotel, Restaurant and Food Services Management Divisions are most likely of all to have already decided to transfer to an upper division institution. In contrast, there has not been much change in the purpose of students entering the Agriculture Division relative to transfer over the past six years.

Fewer of the present entering students are preparing for employment immediately following graduation from Delhi

Where formerly the vast majority (75 percent or more) of graduates (as entering students) were preparing for employment immediately following graduation, it is now learned that only 40 percent of the Fall 1971 entering students have this purpose in attending Delhi College. Present students entering the Vocational Education Division are most likely of all

(66 percent) to be preparing for employment immediately following graduation. Those new students presently enrolling in the Engineering Technologies Division were least likely (33 percent) to be pursuing this purpose.

Forty-four percent of the Fall 1971 students entering the Agriculture Division were planning to transfer, and 34 percent were preparing for employment immediately following graduation. A significant proportion (17 percent) of the students entering the Agriculture Division stated their purpose was to "gain a general education for my own personal benefit." Similarly, 14 and 15 percent respectively of the Business Management and Vocational Education Division students stated similar general education purposes. Relatively few, 6 and 8 percent respectively, of the students entering the Engineering Technologies and Hotel, Restaurant and Food Services Management Divisions noted similar general education purposes.

It may be concluded that fewer of the students entering Delhi today than those of only six years ago are preparing for employment immediately following graduation. A much greater proportion of the students entering Delhi today are planning to transfer to an upper division institution. An even greater rate of increase has occurred in the proportion of students whose purpose in coming to Delhi is gaining a general education for their own personal benefit.

What Persons Influence The Student/Graduates' Final Decision To Transfer?

Few persons make decisions important to their self-development without first consulting others. The quality of these decisions is in large part a function of the quality of information on which they are based. Thus, it is important that the College first know the source of information utilized by the transferree before judging and seeking to improve its quality.

The single most influential persons affecting the graduate's final decision to transfer are members of the peer group

---

Understandably, responsibility for the final decision to transfer must rest with the individual. Thus, for the graduates they list themselves as the most influential person in their final decision to transfer. This finding is obtained from the "other" category in Chart A-31 on page 129. However, standing close at hand to the graduate when making a final decision to transfer are members of the peer group. College friends more than any other persons are most influential in affecting the graduate's final decision to transfer. The graduates reported these persons to be the single most influential individuals in making their final decision to transfer (16 percent). Thus, counting themselves first, 44 percent of the graduates were influenced most either by themselves or college friends in making their final decision to transfer.

FINAL DECISION TO TRANSFER

(Includes only graduates transferring after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION																
	AGRICULTURE			BUSINESS			ENGINEERING TECHNOLOGIES			H.R.F.S.M.			VOCATIONAL EDUCATION *	TOTAL COLLEGE		
What persons influenced your final decision to transfer? (a) Most Influential person (b) Second most Influential (c) Average	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)		(a)	(b)	(c)
1. High School guidance counselor(s)	0	0	0	9	9	9	11	0	6	0	0	0				
2. College counselor(s) at Delhi	0	0	0	0	4	2	0	0	0	0	0	0				
3. Admissions Officer(s) at Delhi	0	0	0	0	0	0	0	11	6	14	0	7		3	2	3
4. Admissions Officer(s) at other college	0	0	0	0	0	0	0	0	0	0	0	0				
5. High School instructor(s)	8	12	10	0	4	2	5	8	7	0	0	0				
6. Instructor(s) at Delhi	9	12	11	4	0	2	16	8	12	0	12	6		7	7	7
7. Instructor(s) at other college	0	0	0	0	4	2	4	0	2	0	0	0				
8. Prospective employer(s)	8	0	4	0	4	2	5	8	7	6	0	3				
9. Previous employer(s)	0	0	0	0	4	2	22	0	11	6	13	10		6	4	5
10. College friends	17	13	10	22	20	21	0	30	15	22	13	18		16	19	18
11. High School friend(s)	0	0	0	4	0	2	0	7	4	0	0	0				
12. Father	8	37	23	18	20	19	5	8	7	0	38	19		9	25	17
13. Mother	8	13	11	14	14	14	5	0	3	0	0	0		8	8	8
14. Brother(s) or sister(s) in college	0	0	0	4	4	4	5	0	3	7	0	7				
15. Relative(s) other than immed. family	0	0	0	0	4	2	0	0	0	0	12	6				
16. Spouse	9	0	5	0	0	0	5	16	11	7	0	4		5	4	4
17. Other	33	13	23	26	9	18	17	12	15	40	12	26		28	11	19

*There were no vocational education graduates who transferred.

Chart A-31

The above finding is more explainable when earlier it was learned that most graduates who decided to transfer did so while enrolled at Delhi. Had most graduates decided before entering Delhi or after graduation the results would have been different, though one could predict a strong peer group influence for these time frames also.

The major exception to the above conclusion is found among the graduates of the Engineering Technologies Division where the single most influential persons affecting the final decision to transfer are previous employers. Evidently, the employers of Engineering Technologies graduates play an important (though undefined) role in this decision-making process of graduates. From the report of graduates accepting a full-time position after graduation, we know the influence is not necessarily direct assistance to graduates pursuing further study.

Standing almost beside the peer group in importance, the graduates' parents are the next most influential persons affecting the final decision to transfer

---

Next to the peer group are the graduates' parents as the most influential persons affecting the final decision to transfer. Twenty-five percent of the graduates listed either their father or mother as the second most influential persons affecting their final decision to transfer. Between the two, the father more than 2 times out of 3 is more influential than the mother of the graduate in making the final decision to transfer.

Faculty at Delhi were of next most influence in making the final decision to transfer. However, their influence will be limited mostly to the time frame where the graduate is enrolled at Delhi.

Again, as more decisions are made to transfer before entering Delhi, the greater will be the parental influence. As the decision point shifts to the College and beyond the less influential the parents will probably be. After graduation from Delhi, the employer, peer groups, and spouses will begin to play a more important role in this decision-making process.

In sum, it is evident that if improvement in the quality of information utilized by students/graduates deciding to transfer is to occur then this decision-makers peer group and parents must be included as important participants in this career planning and self-improvement process.

What Are The Most Significant Factors Influencing The Final Decision To Transfer?

What is it that motivates the graduate to transfer to an upper division institution? Money? Prestige? To find a more suitable job? The primary factors given by the graduate who transfers are important in career advisement. They can also furnish insights into attitudes and beliefs of these decision-makers and those who influence them, especially factors (rightly or wrongly) deemed beneficial to the transferee and which evidently have not been completely answered by Delhi College.

The most significant factor influencing the final decision to transfer is the expectation of a higher income position within the graduates' career field

The graduates noted more than one significant factor influencing their final decision to transfer. In Chart A-32 on page 133 we find the one noted most significant was the expectation they would thereby qualify for a higher income position within their career field. The major exception to this assessment was found among the Hotel, Restaurant and Food Services Management Division graduates where the desire to just obtain more education and training was rated most significant; an intrinsic value placed on higher education.

Almost of equal importance to the transferees is the opportunity to just obtain more education and training -- a strong, intrinsic value is thus placed on higher education

Almost as many graduates just wanted more education and training (27 percent) as did those who expected to thereby qualify themselves for a higher income position within their career field (29 percent). A strong intrinsic value is thus placed on higher education by the graduate.

The next most significant factor identified by graduates in their first choice was "change of career goals" (16 percent). This factor was rated as high as any other among the Agriculture Division graduates as the most significant motivation for transferring. Evidently these graduates are utilizing transfer as

THE MOST SIGNIFICANT FACTORS INFLUENCING THE GRADUATE'S DECISION TO TRANSFER

(Includes only graduates transferring after graduation)

FIGURES SHOWN ARE IN PERCENT

DIVISION

QUESTION

What were the most significant factors influencing your final decision to transfer?

(a) Most significant factor
(b) Secondary factor
(c) Average

QUESTION	AGRICULTURE			BUSINESS			ENGINEERING TECHNOLOGIES			H.R.F.S.M.			VOCATIONAL EDUCATION *	TOTAL COLLEGE		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)		(a)	(b)	(c)
1. Change of career goals.	25	0	12	14	14	14	11	6	8	15	0	7		16	6	11
2. To qualify for a higher income position within my career field.	25	13	19	33	20	27	32	6	19	23	27	25		29	17	23
3. To qualify for a more prestigious position within my career field.	0	38	19	9	24	16	13	28	21	15	26	21		9	29	19
4. Just wanted more education and training.	25	38	31	24	33	29	22	50	36	39	41	40		27	40	34
5. Could not find a suitable job.	0	13	6	6	9	7	6	10	8	0	0	0		3	8	5
6. Other.	25	0	12	14	0	7	16	0	8	8	6	7		16	1	8

---

*There were no vocational education graduates who transferred.

Chart A-32

a means of changing career goals more than are others from the College. This motivation is least significant to the Engineering Technologies Division graduates.

In averaging the first and second choices of graduates the desire to just obtain more education and training ranks as the prime motivation for transferring

---

Overall, in averaging the first and second choices of graduates who transferred, the desire to just obtain more education and training ranks as the prime motivator for transferring (34 percent). This is a consistent pattern among the graduates of all academic divisions.

Overall, the expectation of qualifying for a higher income position within their career field ranks second as a motivator for graduates who transfer

---

An average of 23 percent of the graduates who transferred indicated the principal motivation was the expectation of qualifying for a higher income position within their career field. The Business Management and Hotel, Restaurant and Food Services Management Division graduates more than any other were motivated by this belief and desire.

Overall, the expectation of qualifying for a more prestigious position within their career field ranked third as a motivation for transferring

---

Overall, an average of 19 percent of the graduates who transferred expected to thereby qualify for a more prestigious position within their career field. Though historically closely associated with income level, prestigious positions no longer are necessarily on a higher income level than others not held in such high esteem. Just ask any college president. In some social classes income level is still closely equated with prestige, but by and large this general attitude is giving way to separating income level and the relative prestige of a particular position. Thus, the reason for the separation here, particularly where a vocational education bricklayer may earn more, but possibly enjoy less prestige, in the position than a public school teacher with a lower income level.

The graduates of the Engineering Technologies and the Hotel, Restaurant and Food Services Management Divisions were motivated more than any other by the expectation that transfer would qualify them for a more prestigious position within their career field.

An insignificant ratio (5 percent) of the graduates reported transferring because they could not find a suitable job. The Engineering Technologies Division graduates noted this motivation more often than did any other (8 percent). None of the Hotel, Restaurant and Food Services Management Division graduates noted this factor as a reason for transferring.

> *Taken together the expectation of qualifying for a higher income position and one with more prestige within their career field is the most important motivation for graduates who transfer*

An average of 42 percent of the graduates who transferred noted they expected to qualify for either a higher income (or more prestigious) position within their career field. The Hotel, Restaurant and Food Services Management Division graduates more often than any other (46 percent) noted either of these reasons. The Business Management Division graduates followed closely behind at 43 percent.

Credibility is leant to the above conclusion when reflecting that just obtaining more education and training is some assurance of gaining more prestige (and possibly) income for the graduate who transfers. And a large percentage (34) of the graduates noted they transferred just to obtain more education and training. Also more education and training is often obtained to change career goals and positions.

No doubt a fairly large proportion of those graduates who transferred did so just to obtain more education and training alone. However, it would be expecting too much to presume the graduates' apparent increased thirst for higher education was unilaterally stimulated (and inextinguished) by their educational experiences at Delhi College alone.

In What Way Was The Graduates' Experience At Delhi Helpful In Transferring?

The A.A.S. degree graduates' experience at Delhi is no doubt of benefit in transferring, even though not specifically designed to prepare students for transfer to an upper division institution. While the career programs cannot serve the two "masters" (preparation for transfer and preparation for early employment) equally well the fact remains a large number of graduates do transfer and formal education is now a continuous, in-and-out, lifetime commitment. Thus, preparing the career graduates for continuing their formal education must be recognized as a legitimate, realistic educational goal.

This does not mean a transfer program for career students, where specific courses are articulated in form and content with upper division institutions, should necessarily be established. The earning of transfer credit means clearing institutionalized hurdles and obtaining official sanctions more than it does actual personal growth and development of Delhi graduates. It may be possible to incorporate foundations for the graduates' continued formal education within the various career curricula without radical dysfunctional surgery and which may be equally compatible with instructional objectives and methods designed to prepare graduates for early employment.

There are cornerstones integral to laying a foundation for the graduate's continued self-development, preparation for early employment, and continuing formal education, such as:

selection of a satisfying career field; selecting a satisfactory college environment; learning what is demanded of a college student; learning how to apply oneself to college studies; providing an opportunity to attempt college work; transfer credit; and the like. Which of these are most significant to the person who does transfer to an upper division institution is of great concern in establishing appropriate instructional objectives and methods at Delhi.

The main experiences at Delhi helpful to graduates who transfer is learning what is demanded of a college student and how to apply oneself to college studies

---

Chart A-33 on page 139 illustrates that Delhi graduates who transferred to an upper division institution reported the main experiences at Delhi helpful in transferring were "learning what is demanded of a college student" (overall average of 23 percent) and "how to apply themselves to college studies" (overall average of 23 percent). Thus, on the average, these two experiences were of equal importance to graduates who transferred and taken together are most important to 46 percent of the graduates. The Hotel, Restaurant and Food Services Management Division graduates were least impressed of all with this aspect of their Delhi experiences (overall average of 39 percent) and the Business Management and Agriculture Division graduates most impressed of all (overall average of 49 percent each).

HOW THE GRADUATE'S EXPERIENCE AT DELHI WAS HELPFUL IN TRANSFERRING

(Includes only graduates transferring after graduation)

FIGURES SHOWN ARE IN PERCENT

DIVISION

QUESTION	AGRICULTURE			BUSINESS			ENGINEERING TECHNOLOGIES			H.R.F.S.M.			VOCATIONAL EDUCATION *	TOTAL COLLEGE		
In what way was your experience at Delhi helpful in transferring?																
(a) Main experience (b) Secondary experience (c) Average	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)		(a)	(b)	(c)
1. Selecting a satisfying career field.	17	16	16	13	13	13	34	22	28	29	0	15		22	13	18
2. Selecting a satisfactory college environment.	0	8	4	4	0	2	0	7	3	0	0	0		1	3	2
3. Learning what is demanded of a college student.	8	30	19	40	10	25	27	22	25	14	30	22		24	21	23
4. Learning how to apply myself to college studies.	51	8	30	17	30	24	16	22	19	14	20	17		24	21	23
5. Provided an opportunity to attempt college work.	8	0	4	13	13	13	16	13	15	0	30	15		10	13	12
6. Transfer credit.	0	30	15	13	30	21	7	7	7	22	20	21		10	23	17
7. Did not help in any way.	8	0	4	0	4	2	0	0	0	7	0	3		3	1	2
8. Other	8	8	8	0	0	0	0	7	3	14	0	7		5	3	3

---

*There were no vocational education graduates who transferred.

Chart A-33

It is noteworthy that, overall, an average of only 2 percent of the graduates who transferred reported their experiences at Delhi did not help in any way. All of the Engineering Technologies Division graduates reported their Delhi experiences were helpful in some way.

Of interest also is that an overall average of only 2 percent of the graduates who transferred reported that selecting a satisfactory college environment was a way Delhi experiences were helpful in transferring. None of the Hotel, Restaurant and Food Services Management Division graduates reported this experience as a way Delhi was helpful in transferring. The Agriculture Division graduates were most impressed of all (4 percent) with this Delhi experience.

> *The next most important way the graduates' experience at Delhi was helpful in transferring was in selecting a satisfying career field*

An overall average of 18 percent of the graduates who transferred reported selecting a satisfying career field as a way in which their experiences at Delhi were helpful in transferring. This ranged from a low of 13 percent for the Business Management Division graduates to a high of 28 percent for the Engineering Technologies Division graduates.

Standing almost adjacent in importance to "selecting a satisfying career field" is the graduate's receipt of transfer credit from experience at Delhi. This finding ranged from a high of 21 percent among the Business Management Division and

Hotel, Restaurant and Food Services Management Division graduates to a low of 7 percent for the Engineering Technologies graduates. Evidently the Engineering Technologies graduates did not have as much success with earning transfer credit as did those of some of the other technical and professional divisions.

The fact that Delhi does indeed provide the student with an opportunity to even attempt college work was important to 12 percent of the graduates who transferred. This finding ranged from a high of 15 percent for the Hotel, Restaurant and Food Services Management Division and Engineering Technologies Division graduates to a low of 4 percent for the Agriculture Division. The graduates' identification of this experience is no doubt in part functionally related to the number of college choices available when entering Delhi.

In sum, the receipt of transfer credit was not the most important experience at Delhi helpful for the graduate who transfers. This could mean the graduates did not receive as much transfer credit as they expected. However, the graduates did report receiving an average of 1½ years transfer credit so this is not likely to be of great concern to them.

It is more likely the graduates just do not place as much value on transfer credit as might be expected, especially after transferring and finding that their ultimate success in the upper division institution is more a function of selecting a satisfying career field, learning what is demanded of a college student, learning how to apply oneself to college studies, and the like; all of which are equally compatible with career education and training goals and methods.

How Does Delhi Help Solve Transition Problems Encountered In Transferring To Another College?

It is to be expected that all graduates transferring to an upper division institution experience some transition problems. A major responsibility of the College is that it not add to these normal difficulties unnecessarily and in fact seek to assist the student transferring wherever possible. Students transferring typically need information and counseling about colleges accepting transfer students, realistic information about transfer potential, and other such data.

The question remains, "What might Delhi have done (if anything) to help solve the transition problems encountered by students transferring to another college?" Some students will require assistance prior to entering Delhi, some while at Delhi, and perhaps others after they graduate. The appropriate assistance will necessarily vary with each time frame.

Graduates who transferred most often noted that transitional problems encountered in transferring were not caused by Delhi

Chart A-34 on page 143 indicates that 22 percent of the graduates who transferred reported transitional problems they encountered in transferring were not caused by Delhi. This ranged from a low of 15 and 17 percent among the Hotel,

WHAT DELHI MIGHT HAVE DONE TO HELP SOLVE TRANSITION PROBLEMS ENCOUNTERED IN TRANSFERRING

(Includes only graduates transferring after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION	AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION*	TOTAL COLLEGE
What might Delhi have done (if anything) to help solve the transition problems encountered in transferring to another college?						
1. Delhi's transfer counseling was satisfactory.	14	12	10	11		12
2. Transitional problems not caused by Delhi.	34	17	23	15		22
3. Provided more information and counseling about colleges accepting transfer students.	13	21	19	26		20
4. Provided more realistic information about transfer potential of program at Delhi prior to admission.	13	17	14	26		17
5. Provided more realistic information about transfer potential of program at Delhi during counseling and academic advisement.	12	12	14	11		12
6. Other	13	21	20	11		17

---

* There were no vocational education graduates who transferred.

Chart A-34

Restaurant and Food Services Management Division and Business Management Division graduates respectively to a high of 34 percent for the Agriculture Division. At the same time, relatively few (12 percent) of the graduates noted that Delhi's transfer counseling was satisfactory. What recommended improvements did the graduates suggest were of most concern to them?

Twenty percent of the graduates who transferred noted Delhi should provide more information and counseling about colleges accepting transfer students. The Hotel, Restaurant and Food Services Management Division graduates were especially concerned about this (26 percent) and the Agriculture Division graduates least concerned (13 percent).

A somewhat smaller ratio (17 percent) of the graduates noted the College should have provided more realistic information about transfer potential of their program at Delhi prior to admission. Again, the graduates of the Hotel, Restaurant and Food Services Management Division were most concerned about this matter (26 percent) and the Agriculture Division graduates least concerned (13 percent).

Still fewer of the graduates (12 percent) noted the College should have provided more realistic information about the transfer potential of their program at Delhi during counseling and academic advisement. The Engineering Technologies Division graduates were most concerned about this matter (14 percent).

In sum, the graduates appear to be most concerned that they should have been provided with more information and counseling about colleges accepting transfer students, a service on which the new counseling center is now concentrating, and more realistic information about transfer potential prior to admission at Delhi. The latter recommendation will, of course, be more difficult to accomplish, if for no other reason that 38 percent of the graduates (as prospective Delhi students) did not receive any information about curricula through Delhi's admissions counseling.

How Do The Graduates Evaluate The Instructional Emphasis At The Upper Division Institutions To Which They Transferred?

It is not valid to ask the graduate to compare the technical and professional instructional programs offered at Delhi with those provided at upper division institutions. The educational and instructional objectives of upper division institutions do not necessarily match those of Delhi College. However, it is instructive for the College to learn what the transferrees' impressions are so that insights may be obtained relative to instructional expectations and needs of graduates. These are important in devising appropriate career counseling, curricula, and continuing education goals and programs.

A majority of the graduates transferring found a suitable balance between theory, principles, and "hands-on" practical applications at the upper division institution

In Chart A-35 on page 147 is reported that 62 percent of the graduates noted a suitable balance between theory, principles, and "hands-on" practical applications at the upper division institution to which they transferred. Almost (1 percent) reported finding mostly "hands-on" practical applications with little in the way of principles and theory.

It is noteworthy that 37 percent of these graduates reported finding all theory and principles with few "hands-on" practical applications in their upper division instructional programs. This is an unsatisfactory report from graduates who more likely than not will find career opportunities open to them mainly as middle level technical and professional specialists, "middle management" and supervisory personnel after obtaining the Bachelor's degree.

The problem of instructional emphasis for the graduate who transfers is particularly serious for the Engineering Technologies graduate where only 35 percent report a suitable balance between theory, principles and "hands-on" practical applications, and where 59 percent report all theory and principles with few "hands-on" practical applications. And, as noted earlier, this is a technical and professional field at Delhi where a higher proportion of graduates than any other do transfer. Also, it was learned earlier that an

EVALUATION OF INSTRUCTIONAL EMPHASIS AT UPPER DIVISION INSTITUTIONS

(Includes only graduates transferring after graduation)

FIGURES SHOWN ARE IN PERCENT

QUESTION	DIVISION AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION *	Total College
On the basis of your experience, please make an overall evaluation of the instructional emphasis at the college to which you transferred.						
1. All theory and principles. Few "hands on" practical applications.	46	25	59	22		37
2. Suitable balance between theory, principles and "hands-on" practical applications.	54	75	35	78		62
3. Mostly "hands-on" practical applications. Little in the way of principles and theory.	0	0	6	0		1

---

*There were no vocational education graduates who transferred.

Chart A-35

unusually high proportion (57 percent) of the Engineering Technologies Division graduates who transfer did not complete a Bachelor's degree program at the upper division institution.

Less than half the graduates who transfer found a good balance between specialization in the major field and general studies

Chart A-36 on page 149 illustrates that 49 percent of the graduates who transferred reported finding a suitable balance at the upper division institution between specialization in their major field and general studies. This problem is particularly acute for the Agriculture Division graduates where only 20 percent report a suitable balance.

In the case of the Agriculture Division graduates, however, the imbalance is decidedly different in direction than for the graduates of the other technical and professional divisions. Here the imbalance results from overspecialization in the major field with not enough general studies. Among the graduates of the other divisions the overwhelming problem is not enough specialization provided in the major field with too much general studies.

In sum, there are relatively serious shortcomings in the instructional programs provided graduates who transfer to upper division institutions. Fundamentally, the graduates have not been overly satisfied with the instructional emphasis nor specialization in their major field at the upper division institutions to which they have transferred.

EVALUATION OF SPECIALIZATION IN MAJOR FIELD AT UPPER DIVISION INSTITUTIONS

(Includes only graduates transferring after graduation)

FIGURES SHOWN ARE IN PERCENT

				DIVISION			
QUESTION		AGRICULTURE	BUSINESS	ENGINEERING TECHNOLOGIES	H.R.F.S.M.	VOCATIONAL EDUCATION *	TOTAL COLLEGE
On the basis of your experience, make an overall evaluation of the specialization in your major field at the college to which you transferred.							
1.	Overspecialization in major field. Not enough general studies.	80	5	6	14		25
2.	Good balance between major field and general studies.	20	57	66	53		49
3.	Not enough specialization provided in major field. Too much general studies.	0	38	28	33		26

---

*There were no vocational education graduates who transferred.

Chart A-36

What Courses Taken At Delhi (Whether Completed Satisfactorily Or Not) Have Been Most Helpful To Transferees Other Than For Possible Transfer Credit?

The graduates who transferred were asked to list courses taken at Delhi "most helpful" and "second most helpful" (whether completed satisfactorily or not) for purposes other than possible transfer credit. The graduates were also asked to state the reason they listed any of the courses taken at Delhi.

The purpose for inquiring about courses of benefit in transferring was to move beyond the general to the specific. That is, the objective was to find areas of study and courses which would begin to help explain more fully where the graduates learned what is demanded of a college student, how to apply themselves to college studies, about selecting a satisfying career field and the like. Not all graduates who transferred listed courses in answer to this question. The results for those who did are summarized in Appendix D on page 176.

In general, it will be noted that the two areas of study mentioned most often as being of particular benefit in transferring were the English composition and technical and professional courses. This conclusion was applicable to all the career fields at Delhi, with but very few exceptions.

GENERAL COMMENTS OF GRADUATES

A number of opportunities were provided for the graduates to make general comments regarding their experiences at Delhi, employment experiences, and transfer experiences after graduation from Delhi. The content of these has been classified by major emphasis for each of the academic divisions. These are presented in Appendix E on page 183.

The general comments are divided into three parts:

(a) The evaluation of Delhi experiences by all graduates;

(b) Graduates accepting a full-time position after graduation from Delhi; and

(c) Graduates transferring after graduation from Delhi.

The open-ended comments of the graduates have added a great deal of substance to the College's self-evaluation. For one thing, they add living testimony to otherwise lifeless, dry statistical summarizations.

Not all graduates had general comments to make. The vast majority did, however. It is probably true that those with pet ideas or gripes are not over represented because of the great variety of both positive and negative comments received and their general agreement with the findings of the statistical summarizations.

It should be recalled that these are comments received from many successful graduates of the College who have matured in many cases beyond their years. Thus, these ideas cannot be "pooh poohed" arbitrarily or sarcastically by those who may have other beliefs, or who operate from other basic premises.

APPENDIX A

JOB TASKS OR SKILLS REQUIRING THE GREATEST SKILL OR COMPETENCE

- AS REPORTED BY THE GRADUATES -

JOB TASKS OR FUNCTIONS REQUIRING THE GREATEST SKILL OR COMPETENCE

(Graduates Who Accepted a Full-Time Position After Graduation)*

AGRICULTURE DIVISION

		JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
MAJOR AT DELHI	GRAD.	FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Animal Science	66	Laboratory Supervisor	Supervising others	Senior Technician	Same
Animal Science	66	Veterinary Assistant	Being able to handle people	Same	Same
Animal Science	66	Technical Assistant	Repair of equipment and teaching labs	Same	Same
Animal Science	68	Animal Technician	Taking X-rays, medical treatment of patients	Assistant in Research Chemotherapy	Administering I.V. anesthesia, removing bone marrow
Animal Science	68	Laboratory Technician/ Receptionist	Being receptionist and coping with clients	Same	Admitting emergency cases and knowing what to do until veterinarian arrives, answering phone and knowing what constitutes an immediate emergency
Animal Science	68	Veterinary Assistant	Lab work	E.K.G. Technician	Know about operation principles of lab machines (such as E.K.G.)
Animal Science	68	Life Insurance Agent	Salesmanship	Meat Inspector	Judgment, interpretation and application of standards in practice
Animal Science	69	Research Assistant - Ag Experiment Station	Following new techniques of analysis	Same	Same
Animal Science	69	Farm Hand	None	Assistant Manager Discount Record Store	Management of employees
Animal Science	69	Science Lab Technician - Community College	Patience with the students	Receptionist - Animal Hospital	Handling clients, interpreting emergency situations
Animal Science	69	Laboratory Animal Technician	Hematology, media preparation, culture in micro and tissue	Veterinary Technician	Fecal exams, bloods, urines, radiology, bookkeeping

AGRICULTURE DIVISION (Continued)

MAJOR AT DELHI	YEAR GRAD.	JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
		FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Animal Science	69	Clerk - Assistant Manager, pet shop	General management	Veterinary Assistant	Medications
Animal Science	70	Laboratory Technician, Milk Co-op	Bacteriological and butterfat procedures	Same	Same
Animal Science	70	Senior Lab Animal Caretaker	Anticipating needs of the department	Same	Same
Animal Husbandry	67	Herdsman	Watching for illness, curing and preventing illness	Employee	Also, correct feeding of the animals
Agriculture Business	67	Trainee, Milling company	Sales management	Store Manager, Agway	Sales management, personnel management, financial management
Agriculture Business	67	Partner, Feed service	Credit with retail customers	Same	Same
Agriculture Business	68	Assistant Manager Retail chain store	Supervising other people	Armed Service	None
Agriculture Business	69	Auctioneer	Salesmanship	Farmer	Salesmanship and ability to understand peoples' desires and wants
Dairy Plant Management	70	Route Driver, Dairy	None	Lab Technician	Plating of milk and milk products

* Does not include all graduates who accepted a Full-time Position after graduation. Some just did not list any tasks or functions requiring greater skill or competence.

JOB TASKS OR FUNCTIONS REQUIRING THE GREATEST SKILL OR COMPETENCE

(Graduates Who Accepted a Full-Time Position After Graduation)*

BUSINESS MANAGEMENT DIVISION

		JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
MAJOR AT DELHI	GRAD.	FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Accounting	66	Junior Data Processing Technician	Coordination of information from research departments & ready for computer running	Accountant	Budgeting, changing work habits of peers to make more functional
Accounting	66	Payroll Clerk	Using office machines, analyzing payroll procedures	Business Teacher	Being a "Jack of all trades"
Accounting	69	Junior Accountant	Auditing	Same	Supervision of three persons
Business Management	67	Stock Clerk	Inventory control	Industrial Credit Clerk	Accounting
Business Administration	68	General Office Worker	Accounting	None	None
Business Administration	69	Laborer and Forklift Operator	Had to remind owner how to deal with employees	Kitchen Aide and Baker's Assistant	Learning to work with employer, fellow employees, and others
Business Administration	70	Secretary	Communications abilities, both oral and written	Same	Same
Marketing	68	Executive Trainee	Setting up floor displays, pricing merchandise, supervising sales personnel	Sales Representative	Representing company to the public, explaining billing procedures and solving discrepancies that may result
Marketing	69	Management Trainee	Managing people well, balancing things to be done with time allotted	Receptionist	Accuracy is most important. Volume follows
Marketing	70	Purchasing Assistant	Maintaining a suitable inventory of parts	Equipment Cancellation Coordinator	Realize the advantages of competitive machines and through good customer relations maintain users. Greatest skill is to work efficiently with others, especially salesmen and truckers when removal of machines is necessary

BUSINESS MANAGEMENT DIVISION (Continued)

MAJOR AT DELHI	GRAD.	FIRST JOB TITLE	JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Secretarial Science	66	Secretary	All phases of secretarial work, decisionmaking	Same	Same
Secretarial Science	66	Stenographer	Scheduling overseas trips, learning visa, passport, & innoculation requirements	None	None
Secretarial Science	66	Secretary	Organization, working with different types of people	Same	Same
Secretarial Science	67	Secretary	Getting correct information for claims	Same	Taking dictation and transcribing
Secretarial Science	67	Data Control Clerk	Accuracy	Purchasing Clerk	Accuracy
Secretarial Science	67	Secretary	Typing lengthy equations for engineering reports, dictation with chemical and engineering terms	Illustrator	Fine line drawings, exact measurements, deciding most attractive way to show an illustration so it is easy to comprehend
Secretarial Science	68	Personnel Secretary	Working with data processing system, transcribing shorthand	Executive Secretary	Preparing payroll, transcribing shorthand
Secretarial Science	68	IBM Machine Operator	Be sure all work is right before leaving department	Same	Same
Secretarial Science	68	Legal Secretary	Not much skill required	Same	Organization, law concepts
Secretarial Science	68	Secretary	Keeping on top of action items for my employer and myself from day-to-day	Same	Same
Secretarial Science	69	Clerk	Shorthand and typing	Same	Same
Secretarial Science	69	Secretary	Handling office situations in absence of supervisor	Executive Secretary	Handling "public relations" with diplomacy
Secretarial Science	70	Secretary	Getting the work done, being able to work with and for others	Same	Same
Secretarial Science	70	Stenographer	Doing things over 2 or 3 times, not because work wasn't perfect, and remaining pleasant	Same	Same

BUSINESS MANAGEMENT DIVISION (Continued)

		JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
MAJOR AT DELHI	GRAD.	FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Secretarial Science	70	Secretary IIII	Typing accuracy, speed	Same	Knowledge of corporate standards and procedures
Secretarial Science	70	Stenographer	Preparing statistical reports	Welfare Unit Assistant	Casework reports in social services agency

* Does not include all graduates who accepted a Full-time Position after graduation. Some just did not list any jobs tasks or functions requiring greater skill or competence.

JOB TASKS OR FUNCTIONS REQUIRING THE GREATEST SKILL OR COMPETENCE

(Graduates Who Accepted a Full-Time Position After Graduation)*

ENGINEERING TECHNOLOGIES DIVISION

MAJOR AT DELHI	YEAR GRAD.	JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
		FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Building Construction	66	Crew Chief	Adjusting from classroom to job site	Same	Same
Building Construction	67	Junior Engineer	Reading prints, survey and pre-plan	Union Carpenter	Same
Building Construction	67	Engineering Technician	Careful inspection of contracts, work to state specifications	Same	Same
Building Construction	69	Inspector	Dealing with different types of people, i.e. architects, contractors, carpenters	Self-employed Contractor	Dealing with customers
Building Construction	69	Draftsman	Constant coordination with others on a particular job	Same	Same
Building Construction	69	Draftsman	Industrial building design in general	Same	Same
Building Construction	69	Draftsman - Structural Steel	Speed	Draftsman-Architect	Being organized
Building Construction	70	Self-employed partner	All aspects of home construction, design to finished home	Same	Same
Building Construction	70	Apprentice Bricklayer	Mastering the trade	Same	Same
Building Construction	70	Estimator	Broad knowledge of construction phases	Same	Same
Mechanical Equipment for Buildings	66	Field Engineer	Estimating	Same	Contracting, estimating mathematics
Mechanical Equipment for Buildings	67	Draftsman	Understanding mechanical equipment	Apprentice Steamfitter	Welding
Mechanical Equipment for Buildings	67	Photographer, Art Director	Planning and coming up with creative ideas	Self-employed Executive Director - Commercial Advertising and Photography Studio	Same

ENGINEERING TECHNOLOGIES DIVISION (Continued)

		JOB OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
MAJOR AT DELHI	GRAD.	FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Civil Technology	67	Engineering Technician I	None	Highway Engineer I	Communication with contractor
Civil Technology	67	Assistant Highway Designer	Ink drawings, computations of relations between highway center line and right of way	Highway Designer	Computations involving the geometrics of highway interchanges
Civil Technology	68	Draftsman	Common sense	Safety Engineer	How to meet people and interview them

* Does not include all graduates who accepted a Full-time Position after graduation. Some just did not list any job tasks or functions requiring greater or competence.

JOB TASKS OR FUNCTIONS REQUIRING THE GREATEST SKILL OR COMPETENCE

(Graduates Who Accepted a Full-Time Position After Graduation)*

HOTEL, RESTAURANT AND FOOD SERVICES MANAGEMENT

		JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
MAJOR AT DELHI	YEAR GRAD.	FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Hotel Management	66	Food Service Director	Management of people in food service department	Purchasing Agent	Purchasing department in nursing home
Hotel Management	67	Manager, Drive-In Food Service	Daily accounting procedures	Same	Same
Hotel Management	67	Personnel Clerk, Hotel	Personnel records	Executive Secretary to Vice President in Hotel	Handling guest complaints (face to face, as well as correspondence)
Hotel Management	67	Assistant Manager - Food Company	Personnel management	Manager - Food Company	Same
Hotel Management	67	Assistant Manager - Hotel	Tact in dealing with hotel guests	Night Auditor - Travel Inn	Getting management to change and showing clerks underlying reasons for procedures
Hotel Management	68	Assistant Manager - Food Chain Store	Dealing with other people (customers and employees)	Food Service Sales Consultant - Paper and Bag Company	Being able to communicate verbally
Hotel Management	70	Food Director Public Institution	Communication with people	Food Manager - Public Institution	Same
Hotel Management	70	Head Cashier - Hotel	Keeping track of petty cash bank	Night Manager - Hotel	Employee supervision
Food Services Management	67	Food Production Supervisor - Hospital	Diet therapy for patients	Cafeteria Helper - Public School	None
Food Services Management	67	Associate Dietition - Hospital	Personnel relations	Assistant Dietition - Hospital	Keeping perspective as "middle man" between department head and employees
Food Services Management	68	Assistant Dietition - Hospital	Supervising a small number of employees and diet writing	Kitchen Supervisor - Hospital	Supervising a large number of employees, giving equipment demonstrations, and writing special diets

HOTEL, RESTAURANT AND FOOD SERVICES MANAGEMENT DIVISION (Continued)

		JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
MAJOR AT DELHI	YEAR GRAD.	FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Food Services Management	68	Assistant Manager College Dining	Training and handling personnel	Quality Control Production Consultant-Feeding Company	Training and organizing personnel
Restaurant Management	70	Bus Boy	Doing the best of my ability	Restaurant Manager	Being able to manage older people
Restaurant Management	70	Cook	Cooking (in complete charge)	Pantryman	Too boring - no skills required
Restaurant Management	70	Stock Clerk	Keeping accurate records of supplies	Cook - Baker	Doing things "by the book"

* Does not include all graduates who accepted a full-time position after graduation. Some just did not list any job tasks or functions requiring greater skill or competence.

JOB TASKS OR FUNCTIONS REQUIRING THE GREATEST SKILL OR COMPETENCE

(Graduates Who Accepted a Full-Time Position After Graduation)*

VOCATIONAL EDUCATION DIVISION

MAJOR AT DELHI	YEAR GRAD.	JOB TASKS OR FUNCTIONS REQUIRING GREATEST SKILL OR COMPETENCE			
		FIRST JOB TITLE	TASK OR FUNCTION	PRESENT JOB TITLE	TASK OR FUNCTION
Carpentry	70	Carpentry (Millwork Installation)	Trying to like the work	Carpenter (bridge construction)	The skill of perfection in doing the best and most accurate job
Carpentry	70	Carpenter	Pounding a nail into woodwork and not hitting the wood	Same	Same
Carpentry	70	(None) employed in Lumber Yard	Millwork and estimating in lumber yard	Same	Same
Auto Mechanics	70	Mechanic	Doing work on a car that may mean the difference between a safe and unsafe car	Same	Same
Auto Mechanics	70	Line Mechanic	Electric system on VW	Same	Charging systems
Beginning Office Worker	70	Cashier-Secretary	The ability to post books and working with the computer center on running ledgers and closing of accounts each month	Same	Same
Drafting	69	Draftsman II	The layout	Draftsman III	Same
Electricity	69	Electrician	Does not require very much skill or competence	Same	Same
Licensed Practical Nursing	70	Licensed Practical Nurse	Being able to care for and get along with people	Same	Same
Masonry	69	Mason-Apprentice	Cutting masonry	Mason-Apprentice	Laying brick and block faster

---

* Does not include all graduates who accepted a full-time position after graduation. Some just did not list any job tasks or functions requiring greater skill or competence.

APPENDIX B

GENERAL EDUCATIONAL DEVELOPMENT LEVELS

Source: Dictionary of Occupational Titles

GENERAL EDUCATIONAL DEVELOPMENT

Level	Reasoning Development	Mathematical Development	Language Development
6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.	Comprehension and expression of a level to —Report, write, or edit articles for such publications as newspapers, magazines, and technical or scientific journals. Prepare and draw up deeds, leases, wills, mortgages, and contracts. —Prepare and deliver lectures on politics, economics, education, or science. —Interview, counsel, or advise such people as students, clients, or patients, in such matters as welfare eligibility, vocational rehabilitation, mental hygeine, or marital relations. —Evaluate engineering technical data to design buildings and bridges.
5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables.		
4	Apply principles of rational systems [1] to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.	Comprehension and expression of a level to —Transcribe dictation, make appointments for executive and handle his personal mail, interview and screen people wishing to speak to him, and write routine correspondence on own initiative. —Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency. —Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.
3	Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Make arithmetic calculations involving fractions, decimals and percentages.	Comprehension and expression of a level to —File, post, and mail such material as forms, checks, receipts, and bills. —Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy. —Interview members of household to obtain such information as age, occupation, and number of children, to be used as data for surveys, or economic studies. —Guide people on tours through historical or public buildings, describing such features as size, value, and points of interest.
2	Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Use arithmetic to add, subtract, multiply, and divide whole numbers.	
1	Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Perform simple addition and subtraction, reading and copying of figures, or counting and recording.	Comprehension and expression of a level to —Learn job duties from oral instructions or demonstration. —Write identifying information, such as name and address of customer, weight, number, or type of product, on tags, or slips. —Request orally, or in writing, such supplies as linen, soap, or work materials.

TABLE 2

APPENDIX C

GRADUATE ASSESSMENT OF COURSES AND AREAS OF STUDY OF BENEFIT IN ACHIEVING THEIR CAREER GOALS

THE GRADUATES' ASSESSMENT OF THE COURSES AND AREAS OF STUDY OF BENEFIT IN ACHIEVING THEIR CAREER GOALS

(Graduates Accepting a Full-Time Position After Graduation)*

AGRICULTURE DIVISION

MAJOR AT DELHI	PRESENT JOB TITLE	YEAR GRAD.	COURSES OF		AREAS WHERE MORE PREPARATION IS REQUIRED
			EXCEPTIONAL BENEFIT	SOME BENEFIT	
Animal Science	Senior Technician	66		Practical lab cytology, hematology	
Animal Science	Meat Inspector	66	Genetics	Anatomy, physiology, bacteriology	Total animal research
Animal Science	Veterinary Assistant	66		Science courses	Pharmacology, lab tests, diseases & treatment
Animal Science	Technical Assistant	66	Radiology, animal care, hematology, parasitology anatomy, physiology, managerial accounting	Microbiology, chemistry, livestock production, animal nutrition	
Animal Science	Veterinary Assistant	68	Hematology, parasitology anatomy, pathology, radiology	Chemistry, math	Feeding & care of animals during pregnancy
Animal Science	Assistant in Research	68	Hematology, parasitology animal care, anesthesia, radiology	Microbiology, urinalysis anatomy, physiology	Radiology, animal care
Animal Science	Meat Inspector	68	Anatomy, pathology, histology	Physiology, anthropology	
Animal Science	EKG Technician	68	Anatomy, physiology, office records		Physiology, office records, surgery, hematology
Animal Science	Research Assistant	69	Hematology, histology	Genetics, chemistry, microbiology	Statistics
Animal Science	Assistant Manager	69	Psychology I & II, English III, Sociology	Animal science courses, dairy sciences, animal reproduction	More general studies
Animal Science	Receptionist at Animal Hospital	69	Anatomy, physiology, clinical management, chemistry, hematology, parasitology	Histological techniques pathology	Botany
Animal Science	Veterinary Technician	69	Radiology, hematology parasitology	Genetics, office records, pharmacology	Nursing care, surgical assisting
Animal Science	Veterinary Assistant	70	All science courses	Social sciences, math, English	

AGRICULTURE DIVISION (Continued)

MAJOR AT DELHI	PRESENT JOB TITLE	YEAR GRAD.	COURSES OF EXCEPTIONAL BENEFIT	COURSES OF SOME BENEFIT	AREAS WHERE MORE PREPARATION IS REQUIRED
Animal Science	Laboratory Technician	70	Lab animal science I & II, anatomy, hematology		Physiology, pathology
Animal Science	Caretaker	70	Lab animal science I & II, animal science I & II	Histology, clinical management, medical terminology, microbiology	
Animal Husbandry	Employer	67	Soil technology, animal nutrition, livestock feeding, farm management I & II, fields & crops	Ag cooperatives, welding, livestock reproduction, animal breeding, milk marketing	Farm machinery, farm power, welding, metallurgy
Dairy Plant Management	Laboratory Technician	70	Dairy bacteriology, dairy engineering	Refrigeration, animal husbandry	
Agricultural Business Management	Agway Store Manager	67	Accounting, business law, feeds & feeding, soil technology, business management	Farm management, soil conservation, dairy science	Chemical spray & other uses of chemicals in field of agriculture
Agricultural Business Management	Administrative Specialist	68	Personnel management, psychology	College math, English composition	Psychology, sociology
Agricultural Business Management	Farmer	69	Accounting, agriculture courses		Economics, sciences (physical)
Agricultural Business Management	Management Trainee	69	Accounting, marketing, law, economics, chemistry	Biological & physical sciences	Biological & physical sciences

* Does not include all graduates who accepted a full-time position after graduation. Some just did not list any courses as being of "exceptional benefit" or "some benefit."

THE GRADUATES' ASSESSMENT OF THE COURSES AND AREAS OF STUDY OF BENEFIT IN ACHIEVING THEIR CAREER GOALS

(Graduates Accepting a Full-Time Position After Graduation)*

BUSINESS MANAGEMENT DIVISION

MAJOR AT DELHI	PRESENT JOB TITLE	YEAR GRAD.	COURSES OF		AREAS WHERE MORE PREPARATION IS REQUIRED
			EXCEPTIONAL BENEFIT	SOME BENEFIT	
Accounting	Accountant	66	Last year of accounting, business administration, English composition	Human relations, data processing	Marketing
Accounting	Business Teacher	66	Data processing, accounting		Use of business machines
Accounting	Junior Accountant	69	Accounting	English composition, data processing	
Accounting	Mechanical Equipment Operator	69	Accounting, financing		Computer, mathematics
Business	Secretary	68	Business	Government	Psychology
Business Administration	Kitchen Aide & Baker's Assistant	69		Psychology, human relations, small businesses, management, health, ecology	Personal contact courses, encounter sessions, retailing
Business Management	Secretary	70	Communications I & II, business law, psychology, English literature & composition	Human ecology, elementary statistics, math of finance	Generalized areas
Marketing	Telephone Company Representative	68	Credit & collections, business communications (written & oral)	English, business management	Job training
Marketing	Receptionist	69	Business communications, marketing I & II, sales promotion, merchandise buying, human relations		
Marketing	Xerox Equipment Cancellation Coordinate	70	Sales promotion, business organization & management, finance, human relations, psychology, marketing	Purchasing, sales promotion, business law	
Executive Secretarial Administration	Executive Secretary	68	Shorthand, typing, secretarial practice, data processing, English	Business math, office practice	Business law
Secretarial Science	Secretary	66	Secretarial courses, English, math	Human relations	Math, computers

BUSINESS MANAGEMENT DIVISION (Continued)

MAJOR AT DELHI	PRESENT JOB TITLE	GRAD.	COURSES OF EXCEPTIONAL BENEFIT	COURSES OF SOME BENEFIT	AREAS WHERE MORE PREPARATION IS REQUIRED
Secretarial Science	Secretary	66	Shorthand, secretarial practice, typing	Office machines	
Secretarial Science	Secretary-Stenographer	66	Secretarial practice, shorthand, data processing, typing	Accounting, business economics, marketing, human relations, business law, organization, machines	Specialized general studies
Secretarial Science	Secretary	66	Office practice	Secretarial courses	Case studies, dictating equipment
Secretarial Science	Secretary	66	Secretarial practice, shorthand, typing, human relations, English composition	Economics, sociology	Psychology
Secretarial Science	Accounting Secretary	67	All secretarial courses, secretarial practice	All science and social science	Secretarial accounting
Secretarial Science	Secretary	67	Shorthand, typing		Business machines
Secretarial Science	Math Teacher	67	Typing, shorthand	Economics	
Secretarial Science	Purchasing Clerk	67	Secretarial practice, shorthand, typing, math, accounting	Business machines, data processing	
Secretarial Science	IBM Machine Operator	68	Typing, shorthand, English composition, data processing	Math	
Secretarial Science	Legal Secretary	68	Secretarial courses, business law	Human relations	
Secretarial Science	Executive Secretary	69	Secretarial courses, English, business		Public relations
Secretarial Science	Clerk	69	Secretarial practice, shorthand, typing, business communications	Speech, business law	
Secretarial Science	Department Secretary	70	Typing, shorthand, secretarial practice	English, composition, business communications	Learning to use modern machines & how to fix when something goes wrong
Secretarial Science	Secretary III	70	Typing, tabulations, working with numbers		
Secretarial Science	Welfare Unit Assistant	70	American government, economics, psychology, English	Shorthand, typing, secretarial practice	Psychology, economics
Secretarial Science	Stenographer	70	English, shorthand, transcription	Typing, management, business communications	

* Does not include all graduates who accepted full-time positions after graduation. Some just did not list any course as being of "exceptional benefit" or "some benefit."

THE GRADUATES' ASSESSMENT OF THE COURSES AND AREAS OF STUDY OF BENEFIT IN ACHIEVING THEIR CAREER GOALS

(Graduates Accepting a Full-Time Position After Graduation)*

ENGINEERING TECHNOLOGIES DIVISION

MAJOR AT DELHI	PRESENT JOB TITLE	GRAD.	COURSES OF EXCEPTIONAL BENEFIT	COURSES OF SOME BENEFIT	AREAS WHERE MORE PREPARATION IS REQUIRED
Building Construction	Crew Chief	66	Surveying I & II, building construction	Math, drafting	
Building Construction	Union Carpenter	67	Architectural drawing, mechanical equipment, surveying	Estimating, masonry	Contracting
Building Construction	Inspector Co-Op II	67	Surveying, strength of material, structural design, drafting	Construction, labor relations, drafting	Physics, economics
Building Construction	Design Consultant	68	Drafting (more detail)	Steel loading, loading of beams, effect of wind & earthquakes	Electrical layout of lighting, plumbing
Building Construction	Contracting	69	Construction I, II, III, IV	Mechanical equipment	Law & constructing (practical not theory)
Building Construction	Draftsman	69	All construction & math courses	Physics	
Mechanical Equipment for Building	Field Engineer	66	Math, basic construction	Physics, drafting	Construction inspection
Mechanical Equipment for Building	Photographer/ Art Director	67	Construction seminar	Plumbing, construction	Actual dealing with people
Equipment for Buildings	Apprentice Steamfitter	67	Welding, heating controls, seminars, estimating	Electrical pneumatic controls, accounting	Engineering labor relations, economics
Heavy Construction	Draftsman	69	Structural drafting, strength of materials	Surveying	
Architectural Construction	Self-employed Home Construction	70	All math courses, mechanical equipment technical courses	General studies	Business, management record keeping
Light Construction	Architectural Draftsman	69	Strength of materials, drafting, construction		Modular or panelized type of building
Construction Technology	Corporate Secretary	66	Drafting, math, engineering construction, contracting	Accounting	Accounting, physics
Construction Technology	Apprentice Bricklayer	70	Calculus, construction I, drafting, surveying I & II, sewage treatment	Mechanics, physics, economics	

ENGINEERING TECHNOLOGIES DIVISION (Continued)

MAJOR AT DELHI	JOB TITLE	GRAD.	COURSES OF EXCEPTIONAL BENEFIT	COURSES OF SOME BENEFIT	AREAS WHERE MORE PREPARATION IS REQUIRED
Construction Management	Safety Engineer	68	Labor relations seminar, architectural drafting		Psychology, sociology, public speaking
Civil Technology	Senior Engineering Technician	67	Surveying, highway structures, strength of materials, concrete	Mathematics	Field trips to major construction sites should be used more extensively
Civil Technology	Engineering Technician	67	Trigonometry, concrete, slide rule	English	Calculus, surveying, physics, drafting
Civil Technology	Technical Engineer	70	Construction	English, math, physics	
Civil Technology	Highway Designer	67	Surveying, highway construction & design, mathematics	All drafting courses, engineering technology	Highway geometrics, computer technology

* Does not include all graduates who accepted a full-time position after graduation. Some just did not list any courses as being of "exceptional benefit" or "some benefit."

THE GRADUATES' ASSESSMENT OF THE COURSES AND AREAS OF STUDY OF BENEFIT IN ACHIEVING THEIR CAREER GOALS

(Graduates Accepting a Full-Time Position After Graduation)*

HOTEL, RESTAURANT & FOOD SERVICES MANAGEMENT

MAJOR AT DELHI	PRESENT JOB TITLE	GRAD.	COURSES OF EXCEPTIONAL BENEFIT	COURSES OF SOME BENEFIT	AREAS WHERE MORE PREPARATION IS REQUIRED
Hotel, Restaurant & Institutional Management	Food Director	66	Food I, II, III, food equipment, beverage control	Front office management, hotel accounting	Food personnel management, accounting
	Manager, Drive-In Restaurant	67	Hotel accounting, management of food production	Food purchasing, foods	Area concerning fast serving drive-ins, chain operations
	Managing Director	67	Business communications, English composition	Accounting, hotel accounting	Found courses and text complete
	Manager, Foods company	67	Cooking food I, II, III, IV, V		Practical experience
	Assistant Dietitian	67	Nutrition, diet therapy, quantity foods	Equipment	Equipment, sanitation, public health laws governing food service establishments
	Food Service Sales Consultant	68	Courses that provide practical application, College Hotel in Stamford	All courses	Practical experience at college
	Kitchen Supervisor	68	Nutrition, communications quantity food production	Accounting, English composition	Nutrition, diet therapy, communications
	Consultant of feeding programs for youth and elderly	68	Foods I, II, III, IV, catering, psychology, food purchasing, food equipment, personnel management	Accounting	Food chemistry, handling of employees
	Food Manager	70	English	Microbiology	Hotel accounting or general accounting
	Cook-Baker	70		Food preparation, food I, II, III	
	Branch Manager	70		Social sciences, should be more related though	
	Night Manager	70	Sociology, psychology	Front desk management	Employer-employee relations

HOTEL, RESTAURANT & FOOD SERVICES MANAGEMENT (Continued)

MAJOR AT DELHI	PRESENT JOB TITLE	GRAD.	COURSES OF EXCEPTIONAL BENEFIT	COURSES OF SOME BENEFIT	AREAS WHERE MORE PREPARATION IS REQUIRED
Hotel Management	Purchasing Agent	66	Purchasing, personnel management	Foods, accounting	
Hotel Management	Host, Cocktail Lounge	67	All HRIM courses	General studies	Hotel law, insurance liabilities, suits
Food Administration	Cafe Helper	67	Diet therapy, nutrition	Personnel management	
Restaurant Management	Restaurant Manager	70	Foods, all HRIM courses	Mathematics	
Restaurant Management	Pantryman	70	Catering, foods & labs, menu planning, public speaking	Sales promotion, hotel law, nutrition	Foods & labs, catering, purchasing

---

* Does not include all graduates who accepted a full-time position after graduation. Some just did not list any courses as being of "exceptional benefit" or "some benefit."

THE GRADUATES' ASSESSMENT OF THE COURSES AND AREAS OF STUDY OF BENEFIT IN ACHIEVING THEIR CAREER GOALS

(Graduates Accepting a Full-Time Position after Graduation)*

VOCATIONAL EDUCATION DIVISION

			COURSES OF		
MAJOR AT DELHI	PRESENT JOB TITLE	TRANSFER PROGRAM	EXCEPTIONAL BENEFIT	SOME BENEFIT	AREAS WHERE MORE PREPARATION IS REQUIRED
Drafting	Draftsman		Drafting		
Electricity	Electrician		Vocational electricity	Electric circuit heating, air conditioning, water waste, water treatment	Heating, air conditioning
Masonry	Mason Apprentice		Vo-ed masonry		Print reading
Masonry	Carpenter		Carpentry, masonry	Carpentry, masonry	
Carpentry	Bridge Construction Carpenter		Carpentry		
Carpentry/ Masonry	Millwork & Estimating		Carpentry	Masonry	Carpentry
Auto Mechanics	Auto Mechanic		Shop	Theory	
Auto Mechanics	Mechanic		Auto mechanics		
Secretarial	Cashier-Secretary		Business correspondence, accounting	Business law	Accounting
Nursing			Anatomy, pharmacology	All courses	Nutrition

* Does not include all graduates who accepted a full-time position after graduation. Some just did not list any courses as being of " exceptional benefit" or "some benefit."

APPENDIX D

GRADUATES' ASSESSMENT OF COURSES TAKEN AT DELHI HELPFUL FOR PURPOSES OTHER THAN POSSIBLE TRANSFER CREDIT

COURSES TAKEN AT DELHI HELPFUL FOR PURPOSES OTHER THAN POSSIBLE TRANSFER CREDIT

(Graduates Who Transferred After Graduation*)

ENGINEERING TECHNOLOGIES DIVISION

MAJOR AT DELHI	YEAR GRAD.	MAJOR AFTER GRADUATION	COURSES AT DELHI WHICH WERE		COMMENTS (1, 2)
			1) MOST HELPFUL	2) SECOND MOST HELPFUL	
Building Construction	66	Building Construction	All Drafting Courses	Wood Construction Courses	1) Receive a great deal of satisfaction. 2) Helps me to talk knowledgably with subcontractors.
Building Construction	66	Industrial Arts	Building Construction I-V	Drafting	1) Insight to construction useful to life. 2) Useful in everyday life.
Building Construction	67	Building Construction	Building Construction 1-6	Statics & Strength of Materials	1) Provided excellent background knowledge. 2) Provided good all-around knowledge of "a structure."
Building Construction	67	Civil Engineering	Surveying, Construction	General Education Courses	1) Practical experience very helpful. 2) Helpful to learn specific study habits needed for many (much too many) general education courses at West Virginia University.
Building Construction	70	Architectural Technology	Mechanical Equipment, Law & Contracting, Architectural Drawing	Construction Labs in general	1) Gave a better background in field than any other courses, understood them well. 2) Provided good "hands on" experience.
Civil Technology	66	Electronic Technology	English	Drafting	1) Communication with other people. 2) Understanding of tech. drawings.
Civil Technology	67	Civil Engineering	Surveying I & II		1) Helped in work.
Civil Technology	67	Civil Engineering	Architectural Drawing I-III		1) To secure drafting job after bachelor's degree.

ENGINEERING TECHNOLOGIES DIVISION (continued)

MAJOR AT DELHI	YEAR GRAD.	MAJOR AFTER GRADUATION	COURSES AT DELHI WHICH WERE		COMMENTS (1, 2)
			1) MOST HELPFUL	2) SECOND MOST HELPFUL	
Civil Technology	67	Civil Engineering	All courses were helpful		Gave a broad knowledge of engineering, mathematics, and sciences to help in college studies.
Civil Technology	68	General Construction	Strength Courses	Surveying	1) Did lots of design work. 2) Aided in plan interpretation and takeoffs.
Engineering Science	69	Civil Engineering	Physics	Calculus	
Engineering Science	70	Electrical Engineering	All courses taken were very much needed. Cannot single out one.		
Mechanical Equipment for Buildings	67	Applied Thermodynamics	English Composition	Seminar	1) Helped to be more creative and loosen up. 2) Opportunity to listen to others, talk to others, share ideas & experiences.
Mechanical Equipment for Buildings	67	Mechanical Engineering	Trigonometry, Calculus applied	Welding	1) Practical 2) Helped select alternative vocation.
Mechanical Equipment for Buildings	69	Industrial Arts Education	English Composition		1) Use it all the time.

---

* Does not include all graduates who transferred after graduation. Some just did not list any courses as being "most helpful" or "second most helpful.

COURSES TAKEN AT DELHI HELPFUL FOR PURPOSES OTHER THAN POSSIBLE TRANSFER CREDIT

(Graduates Who Transferred After Graduation*)

HOTEL, RESTAURANT, FOOD SERVICE MANAGEMENT DIVISION

MAJOR AT DELHI	YEAR GRAD.	MAJOR AFTER GRADUATION	COURSES AT DELHI WHICH WERE 1) MOST HELPFUL	2) SECOND MOST HELPFUL	COMMENTS (1, 2)
Food Services Management	67	Vocational Education	Cooking Courses - Foods I-V	Science, English Composition	1) Experience 2) Maturation
Hotel Management	66	Hotel Administration	Accounting	Purchasing and Merchandising	1) Record keeping. 2) Correct buying procedure and promotion of sales.
Hotel Management	66	Hotel Administration	English Composition, Foods I-II, Purchasing		1) All Hotel courses were relevant & probably proved to be equally helpful in practical application.
Hotel Management	67	Food Science	General Studies		1) Provided for more well-rounded person regardless of field entered into later.
Hotel Management	68	Hotel & Restaurant Management	Personnel Management		1) Must deal with people every-day & this course helps one know how to handle certain situations.
Hotel Management	69	Hotel Management	English Composition		1) Led to discovery of oneself.
Hotel Management	69	Hotel & Restaurant Management	Accounting, Law, English Composition, Beverage Control	Foods, Microbiology, Chemistry, History, Math of Finance	
Hotel Management	70	Entomology	Seminar		1) Provided an opportunity for everyone to relate experiences and knowledge to others. Many new ideas & techniques were discussed & evaluated.
Hotel Management	70	Hotel Administration			All were helpful, general studies and majors.

HOTEL, RESTAURANT, FOOD SERVICE MANAGEMENT DIVISION (continued)

MAJOR AT DELHI	YEAR GRAD.	MAJOR AFTER GRADUATION	COURSES AT DELHI WHICH WERE		COMMENTS (1,2)
			1) MOST HELPFUL	2) SECOND MOST HELPFUL	
Hotel Management	70	Hotel Management	Housekeeping & Equipment	Personnel & Front Office Management	1) Knowledge of equipment and how it works, how to place it in kitchen, art of buying things. 2) Understanding labor, gave a 'feel' of the industry and enabled me to obtain a part-time job as front office cashier.
Restaurant Management	70	Food Management	Foods, Catering	Personnel Management	1) Gets you into the kitchen to see what's going on. 2) Gives you a basis to act as a manager -- compassion and a work-together attitude.

---

* Does not include all graduates who transferred after graduation. Some just did not list any courses as being "most helpful" or "second most helpful."

COURSES TAKEN AT DELHI HELPFUL FOR PURPOSES

OTHER THAN POSSIBLE TRANSFER CREDIT

(Graduates Who Transferred After Graduation*)

AGRICULTURE DIVISION

			COURSES AT DELHI WHICH WERE		
MAJOR AT DELHI	YEAR GRAD.	MAJOR AFTER GRADUATION	1) MOST HELPFUL	2) SECOND MOST HELPFUL	COMMENTS (1, 2)
Agricultural Business	66	Ag. Economics	Public Speaking	Genetics	1) Basic principles used in many courses
Agricultural Business	67	English Education	Sociology, English		
Animal Husbandry	67	Ag. Education	Field Crops	Farm Management	1) Closely related to present occupation. 2) Same comment as 1).
Animal Science	66	Biological Science	Zoonoses & Animal Care English		1) Directly applicable to my job. English always necessary.
Animal Science	66	Biology - Nursing	Chemistry	American Government	1) Good scientific basis. 2) Steered in direction of personal interest.
Animal Science	66	Education	English Composition	Animal Sciences	1) Awareness. 2) Background knowledge.
Animal Science	66	Pre-Vet	Chemistry	All Courses	1) Helped in further study. 2) Helped in thinking things out.
Animal Science	69	Wildlife Management	Anatomy, Physiology, Histology	Chemistry	1) Basic background for future courses. 2) Headstart on future chemistry courses.
Animal Science	70	None noted	Animal Science I & II Lab Animal Science II	Histology Tech.	1) Good background to obtain job. 2) Same comment as 1).
Dairy Science	70	Dairy Science	Microbiology	English Composition	1) Basic principles used in many courses.

---

* Does not include all graduates who transferred after graduation. Some just did not list any courses as being "most helpful" or "second most helpful."

COURSES TAKEN AT DELHI HELPFUL FOR PURPOSES
OTHER THAN POSSIBLE TRANSFER CREDIT
(Graduates Who Transferred After Graduation*)
DIVISION OF BUSINESS MANAGEMENT

MAJOR AT DELHI	YEAR GRAD.	MAJOR AFTER GRADUATION	COURSES AT DELHI WHICH WERE 1) MOST HELPFUL	2) SECOND MOST HELPFUL	COMMENTS (1, 2)
Accounting	66	Public Accounting	Major courses in Accounting		1) Formed basis for current job.
Accounting	66	Teaching (Business)	Typing		1) Use for part time jobs.
Accounting	68	Accounting			1) Major field
Accounting	69	Public Accounting			Little relationship with courses when transferred.
Business Management	66	Business Administration	Accounting 1, 2, 3		1) Helped in transferring and present business.
Business Management	66	Business Management	All Management courses		1) Many principles can be applied to present position.
Business Management	67	Business Administration	Financial Analysis, Human Relations, Business Organization, Management	English	1) More insight to enterprise system 2) Helped communicate better. Built up confidence.
Business Management	67	Business Management	Public Speaking	Accounting	1) Helped organize thoughts to express clearly. 2) Gave theory to advance to present job level.
Business Management	68	Marketing	Psychology, Business Organization, Sociology	Principles of Marketing, Retailing	1) Gained a better understanding of people and business theories.
Business Management	70	Business Administration	Elementary Probability & Statistics, Economics, Management Courses		1) Have taken further courses in those fields.
Business Management	70	General Business	Production Management	Human Relations	1) Highly informative, not just memorization. 2) Gave insight as to what business is like.
Marketing	69	Business Marketing	Personnel Relations		1) Gained a better understanding of people and business theories.
Secretarial Science	66	Secondary Education	Shorthand	Secretarial Practice	1) Helpful in taking notes. 2) Gave well-rounded experience in my field.

---

* Does not include all graduates who transferred after graduation. Some just did not list any courses as being "most helpful" or "second most helpful."

APPENDIX E

GENERAL COMMENTS AND TESTIMONY OF GRADUATES IN EVALUATING THEIR EXPERIENCES

PART A - Includes All Graduates' Evaluation of Delhi Experiences

PART B - Includes Only Graduates Accepting A Full-Time Position After Graduation

PART C - Includes Only Graduates Transferring After Graduation From Delhi

PART A

GENERAL COMMENTS OF GRADUATES EVALUATING THEIR DELHI EXPERIENCES

A number of opportunities were provided for the graduates to make general comments regarding their experiences at Delhi. The content of these has been classified by major emphasis for each of the academic divisions at the College. These are presented below in summary form and without further comment.

Classification System

1. General
2. Curriculum
3. Faculty
4. Instruction
5. Guidance & Counseling
6. New Insights of Graduates
7. Placement

AGRICULTURE DIVISION

PART A

1. General

"I would recommend Delhi to anyone who is looking for a small college but a good academic program."

"The educational experience offered at Delhi was practical and well rounded. It could serve either as terminal education or be suited for future pursuits. Technical schools such as Delhi are serving an important function and should not be altered to become liberal arts or general education oriented."

2. Curriculum

"Delhi did a good job preparing me for the three jobs I have held since graduating. Without my Delhi training I wouldn't have gotten the jobs, much less being able to perform in a qualified manner."

"College farm not used enough for educational purposes."

"I feel that the Animal Husbandry students should have more practical experience on the farm. A graduate who has had very little practical experience finds a herdsman job very difficult."

"In the Animal Science curriculum, there could be more practical experiences. (Maybe there is by now.)"

"When I attended Delhi the courses were inadequate and not specialized enough to prepare me for my present employment."

"I believe the Animal Science students should have had more practical experience with working for vets before leaving. Have them help a local vet or a college vet for a week just as though he were starting a job."

"General Studies lacking in organization and direction. Small Animal Science extended into large animal too far."

"I feel that the Animal Science Department does a wonderful job of preparing students for careers, even with such a lack of space and facilities. I feel that it would be of great help to students if there could be a clinic set up so students would get more practical experience and see what they are getting into."

"General studies should not be overwhelming in their number. Practical experience where the students can 'get their hands dirty' is of primary importance."

3. Faculty

"General Studies professors were well qualified but lacked experience."

"I felt that my professors in the Animal Science curriculum were very good."

"Instructors in my division were willing to help more and relationship was more relaxed and found that some of the general studies instructors were less willing to participate with students and classroom atmosphere was rather stifled."

4. Instruction

"As with most educational institutions, I found that several instructors were using teaching methods that were outdated by about 30 years. Times change and this dictates that education must change with the pace set by the needs of the people in an active society."

"I felt that my subjects in the Animal Science curriculum were not to be understood but were to be memorized. And memorization is not at all a good way of retaining knowledge -- at least for me. In a month's time I would forget what I studied if it was particularly technical, which all the Animal Science courses were . . . very technical. I feel courses shouldn't be taught as rote memorization, but with a lasting understanding."

"Very few colleges seem to employ instructors capable of transforming theory into practical application."

"Some happy medium should be reached on grading techniques and true-false tests -- out."

"College is 10-15 years behind times. College was comprised of instructors who went to school, worked a few years in occupation and are now teaching. Greatest drawback is archaic way of thinking and inability to allow for the development of new ideas. Kind of like a generation gap in education."

"All of my courses in animal science have been helpful in my present job at one time or another and the experience my instructors had in the field was also very helpful when at Delhi."

5. Guidance & Counseling

"Faculty advisor did fine job."

"Too many students in college don't know what they want to do after graduation. Too many students don't go into the field they studied in college; maybe with some more counseling it would be of some benefit."

5. Guidance & Counseling (continued)

"Faculty members in Animal Science Division were most willing and helpful to counsel."

"Counseling should have realized I should not have been in Animal Science."

"I found the Counseling Center very helpful when a few personal problems arose."

"Found Counseling Center able to give tests but little guidance."

"No real difficulties ever arose."

"The Admissions center tells an Animal Science student that the course is acceptable as pre-vet when, in fact, it is not."

6. New Insights of Graduates

"A good place to find out what I didn't know about myself."

"I would have taken different courses in high school and gone to Delhi; Then gone on to higher education afterward."

"A transfer student going to Cornell gets hit hard in physical, biological and social sciences. Students should try to get these courses at a 2 year college to make it easier for them. Be prepared to transfer the first year at Delhi and take a straight general studies curriculum."

"Upon leaving Delhi, I would have gone directly to a four year school instead of getting drafted."

"Would not have delayed transferring and taken a job."

"May have gone to a 'trade' school after graduation from high school."

1. General

"I think faculty members should be aware that there is a great deal of cheating and 'brown-nosing' from students generally. It's difficult to recognize, but I feel there is much more than they think. The college and its efforts as a whole are very good. (The best in my book!)"

(I visualized Delhi college) as "A place to seek refuge from the draft."

"I would have worked harder to make Delhi a place students could enjoy."

"Delhi is a fantastic place! I really enjoyed it there."

(I visualized Delhi college) as "A place to get away from home."

"Somehow the atmosphere on campus while I was there was more a 'suitcase college' than of anything else causing for less interest in any courses even though I did want to learn."

"Keep Delhi a small college and it will be rewarding to everyone."

"I watched the college change in many ways during my two years, and I think that Delhi has profited by it. Academically I felt that I got a good education while there. The majority of the faculty I came in contact with were very fine. Socially, is where the college fell down -- but I believe since I left many changes in the right direction were made. I enjoyed attending Delhi and it helped me in many ways. Keep it up!"

(I visualized Delhi college) as "A stepping stone for BS degree."

"On the whole, the instructors did a good job. Disagreed with their methods sometimes. Delhi needs more social activities for students."

"Had hoped for opportunity to meet many interesting and exciting people and perhaps even a husband."

"Going to Delhi Tech was a great experience and I have many fond memories. Although now I'm raising a family, I do hope to eventually get four years of college and I know Delhi will be a valuable experience."

2. Curriculum

"I entered the Secretarial Science program which was a repeat of high school. Wish I'd been encouraged into another field."

"When I selected Secretarial I had no prior training in High School. Upon starting classes, the majority of students had taken commercial courses throughout high school and my college prep courses were of no help."

2. Curriculum (continued)

"In the Business Division, the curriculum majors were very closely related to each other which led to confusion. I chose marketing as a major. However, throughout my two years I felt I was in business administration."

"I think Delhi should stress individual problem solving and general theory. In my field, each company has their own way of dealing with each specific problem."

"Usually all theory and principles. Few 'hands-on' practical applications."

"I think that the secretarial course was too specialized for working in a small office. I found that things are quite different working for a corporation. Example: 50% of my time was used in training for shorthand -- on the job I have used it maybe five times in one year and it just seems that I could have spent the time training for some other aspect of secretarial work."

"Unfortunately, much of the training I received at Delhi was almost a repeat of high school -- at least in my major. More information about the individual's knowledge when he enters Delhi should be obtained to put that individual in the courses suited for him."

"Although I felt that there was too much general studies for each curriculum, I still feel that it does make for a more well-rounded background later on."

"Too much general studies. Half the courses were impractical and will never be used!"

"I felt that I was required to take quite a few courses which were of no value to me and a waste of time. There was a very limited 'freedom of choice' as far as subjects were concerned."

"I found little room to alter my program while at Delhi in order to aid in career planning."

"Curriculum information found in the college handbook was accurate, but the actual presentation of the course material left much to be desired. Facts were given, but reasoning and application of the facts were left to the individual's imagination or lack of imagination."

"Would have chosen a different curriculum major in college. This, I believe, is and was the greatest difficulty with students whom I know. Certain curriculum were very binding and if one found that they were unhappy with course, it was very difficult to change without almost starting over again."

3. Faculty

"The professors, while mostly instructors, really did a good job of teaching -- as compared to the doctors at SUNY at Albany who thought themselves so advanced they did not teach."

"In my major curriculum, the faculty provided a good balance between academic competence and experience in their field. However, in regard to the general studies courses, they were well qualified academically but not experienced in their field."

"Student-faculty relationship should be on a more informal level. This often enables better communications. There was a good line of communications between students and most of the younger faculty members. Some of the more experienced faculty would not let formality give way."

"Although it seems irrelevant now, it seemed that some secretarial professors chose 'favorites.' Those girls who belonged to sororities, or those who would make displays on bulletin boards, seemed to be 'exempt' from disciplinary comments, etc."

"Faculty and their teaching habits should be closely observed."

"I had some excellent instructors, but many were lax and seemed uninterested in their own subject: Very routine, by-the-book classes. I can read a textbook and don't care to pay to have an instructor read it to me."

"I don't want to condemn all the instructors, but my consensus of opinion is for an unsatisfactory relationship. I distinctly remember many instances of difficulty when the instructor announced that things would be his way and there would be no exceptions. Perhaps there is not enough training in effective human relations."

"Some of the professors I had were well balanced in their field and helped me considerably."

4. Instruction

"Some courses (especially marketing) could be passed simply by class attendance and reading the text."

"The educational experiences at Delhi were far more demanding than stimulating."

5. Guidance & Counseling

"Faculty members helped a great deal if I took the initiative to seek them out and ask for advice and guidance."

"If I hadn't had the talks I had with my professors I may never have stayed in Delhi. I feel if a student is happy in his major and satisfied with his professors, he needn't use the counseling center for anything other than personal problems. I, fortunately, was able to turn to my professors for both academic and personal guidance."

"I applied to New Paltz upon completion of studies at Delhi and when I went to register in September, they told me I would not be able to transfer half of my credits. So, I didn't attend New Paltz and had to wait a semester before I enrolled at Hofstra. I felt Delhi didn't provide adequate counseling as far as transferring to other colleges was concerned."

"Student-instructor difficulties were solved by conferring with instructor and dorm director."

"Counseling and guidance facilities were there and I knew it, but did not make good use of them."

"Was not aware of what counseling center would or could do besides remedial reading aid. Had little faith in any kind of aid at the college because I recognized a need for change in the presentation of matter by most (but not all) of the faculty."

"I found no personal interest extended towards me, but if there was, all of the above would have improved my academic advisement and career planning."

"Was not aware of the limited span of courses that I had a choice of taking (electives, social sciences)."

"I was uncertain of my future plans and made no use of the counseling center."

"I got adequate guidance from individual teachers instead of the so-called center."

"Counseling and guidance assistance by faculty advisor was little help."

6. New Insights of Graduates

"Would have chosen a different curriculum major from the beginning because I changed while there."

"Delhi was definitely a turning point in my life and helped me in countless ways. Nothing could have been better for me!!"

6. New Insights of Graduates (continued)

"I think I would have done everything just as I did do it----only with more determination and confidence in myself. I am more than happy with my job and when I look back on my days at Delhi, I remember how I constantly worried about grades and my job qualifications."

"If I had to do it again--I'd do it again! My years at Delhi helped me to achieve maturity, self-confidence and added knowledge. I loved my major because of its applicability in today's world. I feel the friendly teacher-student atmosphere is a vital aspect. There are too many graduates today who are academic scholars, but are afraid to speak up and voice opinions, thus lacking the self-confidnece necessary in today's world."

"I think if we all had the opportunity to 'do it over again,' we'd put forth more effort."

"I don't think I had any strong attributes or qualities, just a desire to learn how to type and take shorthand."

"Would have gone to another two-year college for educational reasons, not social."

"I almost **said** I would have worked harder in high school and at Delhi, but I think that the only gain would have been a higher numerical grade. I would have spread my time over more diversified interests to better prepare myself for a more meaningful life."

"I had to learn to face characteristics of instructors I couldn't agree with or cope with at the time. Now, when similar situations come up, I can cope with them better because of these early experiences with the realities of life."

"I would not have quit Ohio State after graduation from Delhi."

"I had no accounting background. I had taken college entrance in high school and I was not used to the accountant's way of thinking."

ENGINEERING TECHNOLOGIES DIVISION

PART A

1. General

"I believe Delhi should do a better job of selling itself to prospective students. It has much to offer them."

"In general, I found my two years spent at Delhi to be an enjoyable, satisfying, and enlightening experience."

"I feel for my needs, I couldn't have made a better choice when I chose Delhi for my place of higher education."

"The overall experience at Delhi was valuable. I do feel that more time should be allowed for students to pursue special interests with faculty guidance."

2. Curriculum

"Possibly your going to a semester system will enable more time in courses. Quarter system was too small, cramped, too much skipped over."

"I generally find that employers are very satisfied with Delhi students. Both National Homes and Southern Tier Iron have had a number of them. A course or part of one should be devoted to panelized or modular construction rather than 'stick' building. This is the coming thing in light construction and was completely new to me after Delhi."

"Many hours spent on 'hands-on' practical applications, but not realistic when applied to the construction industry."

"The Architectural Department could put a little more emphasis on presentation of drawings, i.e., use of paints, ink, chalk, etc."

"I would have liked additional courses in Reinforced Concrete and English usage."

"I would have liked to have had greater insight in working in an office situation."

3. Faculty

"Should institute a more stringent system of teacher evaluation. Most teachers very good. One or two in my experience were very, very bad: Out-dated teaching methods and no understanding of students."

"I feel that the Construction Division faculty at Delhi was outstanding at the time I was there. They were very much concerned with the academic achievement of the construction students and willingly gave extra help when it was desired."

3. Faculty (continued)

"They (the instructors) were all nice to know and have for friends."

4. Instruction

"Course of study was good, but detail and relevant subject matter was not up to date. Procedures were not discussed enough or even thoroughly, to be helpful in business."

"Have more qualified speakers from our fields; more field trips for on-site inspection and discussion; and more actual student related construction projects."

"Not enough consideration given to what you really need to succeed in a field."

(My Delhi educational experience was) "Demanding, but only in so far as 'busy work' was involved."

5. Guidance & Counseling

"Received most assistance from faculty."

"I was guided in the right direction if I were to remain in the construction field. However, I became self-employed as a photographer and lost interest in construction."

"All in all, it boiled down to the fact that I didn't know who I was or what I wanted to do. Delhi helped me get it together."

"Very little attention was given to special aptitudes and abilities. New and unconventional ideas and approaches were suppressed."

"Could have used counseling, but I never did very much."

6. New Insights of Graduates

"I would probably have enrolled in a heavy construction curriculum if Delhi had offered one. Heavy construction was the only major field that the Construction Division did not sufficiently cover. Civil Tech was basically oriented to road work, i.e., heavy highway application."

"Would have entered the service before Delhi. I think I would have done much better with studies if I'd settled down somewhat before entering college."

6. New Insights of Graduates (continued)

"I became an individual, a leader rather than a follower."

"Would have gone to Delhi before going to a 4-year school, thus, after the experience at Delhi a 4-year school would have been easier."

"I think Delhi was good for me. It gave me confidence in myself. I feel now that I could go to most any four year school and do well. I feel that for many average high school students, myself included, the transition from high school to a large four year college is often too much. Delhi, and colleges like it, are ideal for the average high school student. If he does well, he has built confidence in himself and would be accepted at a four year college."

"Wished Delhi were a four year school."

"I think Delhi should be a four year college; then you could stress more on each course of study. You would really be ready for the outside world."

7. Placement

"Found that job interviews were very helpful. Found what employers expected of two year graduates. Broadened my horizons on the job market. Helped me to see what my potential was."

HOTEL, RESTAURANT AND FOOD SERVICES MANAGEMENT DIVISION PART A

1. General

"Hotel school was very good '64-'66, but I never realized how good until I transferred to a school that was supposed to be better."

"I thoroughly enjoyed my two years of study at Delhi and highly recommend the College as a worthwhile institution for learning as well as for teaching an individual how to become responsible, respectable and an asset to the community living structure."

"Delhi should have some form of cooperative education or work-study program off campus to broaden the student practical experiences."

"Honestly, I felt trapped in the middle of nowhere and in the constant fear of flunking out. Later, when I got to know the place, I felt like it was (1) 'A small college where an intimate student-teacher relationship could be developed.' (2) 'A good place to explore and establish career and personal goals.' "

"I visualized Delhi as a school where one with no desire for an arts education could get an idea if he liked a technical field."

2. Curriculum

"Not enough practical experiences were provided. One should have more cooperatives (chances to work for companies while in school). Make it a three year program including co-ops."

3. Faculty

"Delhi provided an excellent stepping stone for me personally and for my later academic undertakings. I feel that a more selective system of choosing professors would upgrade the quality of education."

"We all complained, wanting more to do with our major, but I found I liked general studies in the long run. I found the program at Delhi more realistic than at Denver University, though the professors knew their field, they were more interested in money outside the school and their egos than teaching."

4. Instruction

"I think the instructors in the General Studies Division could have related the particular course to the over-all major. In my case, it was Hotel Management. I think this would make many of the general studies courses which have to be taken, more interesting to students in whatever curriculum they may have enrolled."

"Considerable disagreement regarding the term at College Inn in Stamford. Gross waste of time, money, administrative planning, instruction, etc. Valuable only to Delhi as a mistake not to repeat."

"I believe that "books" provide discipline and "hands-on" practical application provides the best course of action to follow."

"What do you expect after the average American high school?" (Regarding there being a far greater demand,educationally, than expected.)

5. Guidance & Counseling

"Things were pretty well preplanned by the school. I don't remember where I got information about Denver University. I remember some things that counselors said about going to D.U. that were true. Many things that you could consider counseling were talked about in classes."

"Found Counseling Center tried to discourage me from continuing my education at a four-year University."

"My psychology professor provided the best guidance."

6. New Insights of Graduates

"Would have made greater effort to follow up with part-time classes after graduation."

"My two years at Delhi proved to me that my high school records could have been 100% better."

"Knowing what I know now about the restaurant industry, the only area that I wish I had changed was the curriculum. The sales field in restaurant equipment is much more lucrative and rewarding."

7. Placement

"Teach the students how to take interviews well. When I took different interviews, I was very nervous and did not know what to say half the time."

1. General

"I think that the Vo-Ed program at Delhi is improving rapidly and does a good job."

"I visualized Delhi as a good place to meet different people."

"I think there should have been more social activities."

"Thought the College would give me a chance to live and learn with other students. In high school all I did was study, no social life."

2. Curriculum

"I thought that the Vo-Ed welding course was just a re-run of high school course in welding."

3. Faculty

"I found the instructor was quite helpful in any difficulties which occurred."

4. Instruction

"A set of standards should be set and followed through for all students. At times I found a laxness on the part of some instructors to let some students slide through without completion of required work."

"The instructor I had had the ability to make the student think which idea of his was better by common sense on the student's part. The instructor just gave ideas for the student to ponder on, and then it was discussed in class."

5. Guidance and Counseling

"Did not know there was a Counseling Center for use of anything other than changing courses."

6. New Insights of Graduates

"I was glad to get out of Delhi and didn't like it while I was there, but at this time I am totally happy that I attended your college and had the instructor I did."

"Would like to have taken the second year at Delhi."

PART B

GENERAL COMMENTS OF GRADUATES ACCEPTING A FULL-TIME POSITION AFTER GRADUATION FROM DELHI

A number of opportunities were provided for the graduates to make general comments regarding their experiences at Delhi. The content of these has been classified by major emphasis for each of the academic divisions at the College. These are presented below in summary form and without further comment.

Classification System

1. General
2. Curriculum
3. Faculty
4. Instruction
5. Guidance & Counseling
6. New Insights of Graduates
7. Placement

2. Curriculum

"For an individual studying any phase of Dairy curricula, there should be more emphasis on Animal Husbandry."

"In my experience with additional training and education since graduation from Delhi, I find I need training to move into new fields."

"I feel that the Animal Husbandry students should have more practical experience on the farm. A graduate who has had very little practical experience finds a herdsman job very difficult."

"I feel that if it were possible, it would be better if students could get a broader knowledge of how machinery works, safety, and get more practical experience. Courses have to be rushed too fast to get a good working knowledge of the farm operation."

"When I attended Delhi, Animal Science entitled one to many, many careers after graduation. So, I became a lab tech., which is one of the above careers, and failed to use much of the Animal Science curriculum. The curriculum is much too broad, trying to cover all those career opportunities because once you take up one of the careers, you find that the training at Delhi was not specific enough for you. One career it meets mainly is any type of veterinary work. This opportunity would make use of all of the Animal Science curriculum."

"The college was a disappointment to me in that after completion of my courses, I found myself unprepared for either work as a laboratory technician or veterinary assistant. It took almost 8 months of training in my position before I considered myself an asset to my employer."

"Opportunities for additional education are difficult due to location and immediate superiors."

"As a whole, I am quite satisfied with the course at Delhi. However, I would have preferred more training in the line of working with small animals at a vet. hospital and less in the line of lab work. However, I feel that the only way this could really be solved would be perhaps to have the first year in Animal Science the same basic courses for everyone -- and then split up the course for those who want to work in an animal hospital and those who want to work in a lab. But, this is also a problem because at that point many still don't know what they want."

"I took the 'Large' animal science program but could find no vet who would accept a woman. I therefore feel large animal science students need more lab work and assisting experience before graduating. I also believe the subjects taken should be more specific and specialized rather than 'general.' "

2. Curriculum (continued)

"For the technician going into practice as many do, they need more information and work on prophylaxis (D & H, Rabies, Worming) and much more exposure to case work. The Animal Science Center should set up an outpatient clinic (at the very least) such as vet schools have and assign students to assist attending clinicians. This would be of tremendous value."

3. Faculty

"In my eyes, at Delhi, the instructor who gave a damn and tried to teach and really assist the student could not help but enhance the student's knowledge. The instructor made the course. The courses themselves were fine."

DIVISION OF BUSINESS MANAGEMENT

PART B

1. General

"In the company I worked for, there was no real opportunity for additional training, just brush-up classes."

"I have worked for New York State Electric & Gas for two years and am ready to quit so I can take the position of full-time mother to my two children."

2. Curriculum

"I feel the college should offer three separate secretarial programs: Legal, Medical, and General Secretarial Science."

"I think that secretarial courses should be geared more towards the larger corporations. For instance, XEROX had their own way of doing things and the terminology for engineering personnel is totally different from any type I had known in college. I felt very inadequate upon entering this job as truthfully, the only areas I felt competent in were typing and shorthand. If I would have known that corporations were different, I could have expected the change."

"The job I have now is not so much concerned with how fast you can type or take dictation as with how efficient you do it. The machines I use are much bigger and I had to learn how to fix them."

"When I attended Delhi, we were required to take an elective. The first time we were given a 'choice' of one - Data Processing. The second time we were given a choice between Data Processing II, Statistics or Astronomy, which to many of us, was still not much of a choice. At that time, Delhi was definitely lacking in interesting general studies."

"Some courses such as Economics and History, could have been eliminated from my course of study with no harm to my field of secretarial business."

"In working with a company as large as Kodak (especially in Engineering Division), I have had the opportunity to branch out. I feel that more technical courses should be offered to secretarial majors, if they wish to take them."

"One of the things I regretted most about Delhi was not having any self-interest courses to choose from such as Art, Music, Photography, etc. Many students have unrealized talents and courses such as these may help undecided students find a suitable career and they also prove helpful where one applies for a job in his field and finds it has some oddball qualifications such as the secretary in an Art or Advertising firm where they request some artistic experience. Career schedules are too narrow in each field."

2. Curriculum (continued)

"Again, I stress the need for choice. Courses such as Astronomy and Data Processing have done nothing for me but bring my average down at the time."

"I think a great number of students graduate from college today thinking they're going to go into good jobs right away. Most businesses look for experience first, then education. Schools should emphasize this."

4. Instruction

"I was very pleased with the academic knowledge I attained at Delhi. I do feel however, that some courses provided very little incentive due to the lax marking systems of the professor. Basically, my courses evened out to be stimulating and gratifying."

"Does the College really allow students to choose their electives? Is there enough time devoted to classroom discussion in courses? When there is discussion can a student always express his opinion without being penalized? Do secretarial students really need to work for teachers as part of a course requirement?"

"I think you should have graduates come back and talk to classes of what it's really like working. Most professors have never really worked in industry and can only say, 'It may be or can be.' Too theoretical; should be more practical."

5. Guidance & Counseling

"I hope this doesn't sound bitter analysis. I did learn at Delhi, but not in the way I had planned. I wasn't ready to pick a career yet and that is what Delhi offered -- career training. Faulty high school counseling played a part of my disappointment."

2. Curriculum

"Naturally, being in a field such as Estimating, a knowledge of a broad range of subjects is needed, but more emphasis must be placed on interpreting specificationas and being able to express ones self so that there can be no misuncerstanding as to what is meant in letter, etc. Also, there is need for a greater background in reading prints of larger buildings."

"English needs more emphasis, precise and not flowery prose writing. An English remedial writing clinic is needed."

"More emphasis should be placed on contracting management. Also, more on large building construction and dealing with unions."

"I believe courses are needed to build poise, character, self confidence, common sense."

5. Guidance & Counseling

"It would have been helpful to me to have more counseling on what my career goal should be and then to develop a curriculum to obtain this goal."

6. New Insights of Graduates

"Though most courses were of use to me, from my own standpoint, an entirely different 'major' would have been more useful. Perhaps Construction Business Management; something related to the field but from the management standpoint."

"I took too long to return to college to complete education."

HOTEL, RESTAURANT AND FOOD SERVICES MANAGEMENT DIVISION PART B

1. General

"Would be interested in correspondence courses if made available."

2. Curriculum

"More detailed training in bar-tending and beverage control would have been helpful."

"There's a need for more kitchen, purchasing knowledge essential to good management."

"A great need to help the nanagers know the jobs in the kitchen, the pressure the cook feels for example trying to get orders out to waitresses. A need for compassion for his employees needs and goals. A good manager makes a good and happy ship, one where the employees want to work because the management works for them too."

"Because of my previous education and experience, Delhi honestly did very little for me other than give me the degree. It was more or less a vacation for me with a few minor exceptions."

"In my field, I feel that students should be more prepared to face life-like situations with regard to dealing with employees, employers and guests. More courses should be given within the field of socialization."

4. Instruction

"The term that I found to be of most value at Delhi was the term I spent at the College Inn in Stamford."

7. Placement

"Please send me lists of jobs open in college feeding."

VOCATIONAL EDUCATION DIVISION

PART B

1. General

"Before I went to Delhi, I had never driven a spike into a 2 x 4. Now I can safely say I am a carpenter by trade. Maybe you won't believe this, but Delhi helped me more than words can say."

2. Curriculum

"I would like to learn more about print reading. I would like to learn to read a transit."

"I feel an introduction linking accounting with the IBM computer would help a student understand the involvement of how each affects the other in posting and closings."

6. New Insights of Graduates

"If I would have been pressured more into studying, I would have done better."

PART C

GENERAL COMMENTS OF GRADUATES TRANSFERRING AFTER GRADUATION FROM DELHI

A number of opportunities were provided for the graduates to make general comments regarding their experiences at Delhi. The content of these has been classified by major emphasis for each of the academic divisions at the College. These are presented below in summary form and without further comment.

Classification System

1. General
2. Curriculum
3. Faculty
4. Instruction
5. Guidance & Counseling
6. Insights of Graduates
7. Placement

AGRICULTURE DIVISION

PART C

1. General

"I believe that my practical experience at Delhi combined with theory at Cornell made me a stonger 'all-around' person for a successful career."

"I believe I was led to expect much more from my major than I would ever have been able to achieve. After entering Cornell, I found I would need no less than a Masters to get a job and then only if State finances permitted. Few businesses used conservationists and fewer State jobs were available. I found more ditch diggers were needed than skilled personnel."

"The most significant factor influencing my final decision to transfer was that Delhi's training was not sufficient to fulfill my career goals."

"People could be made more aware of Delhi's types of learning experiences: degree program, certificate programs, etc. Also upgrade athletic program. It's good publicity."

"After five years since graduation from Delhi I have been involved in both further education and employment in my chosen field. Therefore I feel somewhat justified in saying that vocational or technical schools such as Delhi serve an important and needed function. I have had opportunity to discuss my education at Delhi with professors, professional people and other students. All with whom I spoke were impressed with the thoroughness and variety of schooling I received at Delhi. Finally, besides being one of my most enjoyable experiences in life, my two years at Delhi taught me a great deal about living with people and learning my job well. In fact several courses I took at Delhi were far superior to those of the same nature offered at larger institutions.

In ending my comments it may seem to the reader that I was overwhelmingly satisfied with my two years at Delhi. I can gratefully say this is so. I hope the school can continue to perform its functions as well as it did when I attended."

2. Curriculum

"At Delhi I feel that I was taught practical, usable ideas. At Georgia too much theory is taught. Also I have only taken one course in my major at Georgia so I can not adequately evaluate the Dairy Sicence program at Georgia. The one that I did take was Dairy Micro which I had already taken at Delhi and was supposed to get credit for the course but due to an error by my advisor at Georgia I only got credit for the hours and not the course. Comparing the course at both schools Georgia didn't measure up to the one at Delhi."

"For those who plan on transferring, emphasis should be placed on all math and chemistry courses taken. If these can be put out of the way before transferring the scholastic load at the 'new' college will be lighter."

PART C

AGRICULTURE DIVISION

4. Instruction

"I had a slightly lower overall average at the college to which I transferred. It was a much more competitive school. I had no transition problems, due to my experiences at Delhi mainly."

"The main experience at Delhi helpful in transferring was that it provided an opportunity for me to compile an above average academic record for transfer to a large, competative college."

DIVISION OF BUSINESS MANAGEMENT

PART C

1. General

"The most significant factor influencing my final decision to transfer was that I was bored with my payroll clerk job."

"The most significant factor influencing my final decision to transfer was to stay out of the draft."

"The only problem in transferring is adjusting to the new people and surroundings. It's like starting school all over again."

"Try to get as many responses as possible to the questionnaire. Try to put into use any criticisms that are brought. It would be helpful to keep the school from getting too big. What I mean is losing its personal type of atmosphere that makes Delhi the nice place it was during my two years."

2. Curriculum

"The Accounting program into which I transferred was too theoretical, not enough practical application."

"I wish that I could have had more of a choice to select the electives at Delhi. Right now I'm taking mostly elective liberal arts courses to complete my degree. If I were to single out one great area which I felt important it would be the learning I gained from the people -- students and instructors, learning not found in the classroom. Thank you for the opportunity to help."

"No courses at Delhi were particularly helpful in transferring because it was like starting all over again with new courses and they had very little relationship with courses at Delhi."

"Delhi could help solve the transition problems encountered in transferring to another college by preparing a transfer program. My major courses in accounting at Delhi formed the basis for my current job."

"Delhi provided me with a good variety of Business courses so that when I transferred I lacked only a few courses in my major. Most of my time has been spent in making up for a lack in General Studies."

5. Guidance & Counseling

"I think if I had decided to transfer while at Delhi, transfer counseling would have been helpful."

6. Insights of Graduates

"The most significant factor influencing my final decision to transfer was that four years are required for the position desired - CPA."

"I withdrew from Kent State due to disatisfaction with transfer credit."

2. Curriculum

"Delhi could help solve the transition problems encountered in transferring to another college with a remedial clinic in English grammar and composition and an eye examination clinic to strengthen eye and mind muscles."

"I withdrew due to dissatisfaction with instructional program to which I transferred. Also I withdrew because poor grades in English forced me to go to work and try in the future to improve my weakness."

"Delhi should aid students in securing summer 'on the job training programs' to assist in their advancement professionally and educationally."

"More emphasis on calculus and higher math would have greatly helped in transferring to a four year institution."

"Students who plan to transfer from Delhi should be given counseling so that they can take the most valuable courses available and use them in transfer to another university."

"To improve the Construction Program at Delhi a course, possibly vocational, that would pertain to general home appliance fixing, such as repair leaking faucet, possible electrical problems in home, etc. would be beneficial."

3. Faculty

"I think the instructors in the Construction Department need evaluating because they rank very poor compared to the teachers in Buffalo. The teacher I have now will bend over backward for a student, where the teachers in the Construction Department wouldn't do anything."

4. Instruction

"My scholastic achievement was lower than at Delhi. The lack of challange at college transferred to resulted in loss of interest and lower grades."

"The instructional emphasis at the college to which I transferred was poor theory and poor 'hands-on' practical application. Delhi was one of the most intellectually challanging experiences I have had. I gained very little I feel from transferring to Oswego State."

"I withdrew after transferring due to extreme dislike for that college. I would attend a four year school other than University of Buffalo."

5. Guidance & Counseling

"New York Institute of Technology is a very confused, disorganized school."

"Architectural Drawing I, II & III courses at Delhi were most helpful. Upon completion at Delhi and two years of study at Tri State College I have secured a job as a draftsman."

"What influenced my final decision to transfer most was the job after graduation from Delhi with New York State Department of Transportation."

"Delhi's transfer counseling (1965-67) was poor."

6. Insights of Graduates

"The most significant factor influencing my final decision to transfer was that I wanted to be an instructor of Building Construction."

"The most significant factor influencing my final decision to transfer was to qualify for more demanding a position."

"At the time I was at Delhi I did not know I was going to transfer."

HOTEL, RESTAURANT AND FOOD SERVICE MANAGEMENT DIVISION PART C

1. General

"What influenced my final decision to transfer was I felt it was beneficial to obtain additional education for employment purposes."

"The most significant factor influencing my final decision to transfer was I didn't want to be able to say at the end of my life that I hadn't done anything. I didn't want to work right away and wanted some adventure. Denver sounded like it."

"Delhi was bery good and the teachers very interested in their work, but the counseling service need personnel."

2. Curriculum

"My experiences at Delhi were helpful in transferring in that I gained personal and academic maturity."

"General Studies at Delhi provide for a more well rounded person regardless of the type of business one finally enters into."

"I withdrew from the four year college to which I transferred because I wanted more hands-on work experience and also wanted to marry."

"Rochester Institute of Technology had a good curriculum including one year of co-op work, but only if taken as a four year program. Transfer studeents who, like myself, only like major subjects and not liveral arts, will get bored and disgusted with the program. But, I did learn one thing. In order to be a good manager one has to know the back of the house really well. The manager should know how to 'purchase', not order or buy, as is too frequently done. A food purchasing course would be invaluable to any student taking HRFSM.
In getting a BS degree there is too much liberal arts. For myself, I think that much more of the culinary arts should be taught. At Delhi we learned how to make differenc sauces but never made any dishes we could apply them to. I thank you for your time and this opportunity to talk and tell it from the other side of the fence."

3. Faculty

"On the whole, Delhi instructors were much more friendly and understanding. I wasn't ready for the pompous 'Guru' four year school professors at Denver University."

"I felt the student-teacher relationship at Delhi to be more satisfactory than at the college to which I transferred."

4. Instruction

"Delhi was helpful in transferring in that it helped me gain some self-discipline in preparation for a large university."

5. Guidance & Counseling

"Delhi could have helped solve the transition problems encountered in transferring to another college but didn't really know anything about schools that I could go to. I've talked to others who were disappointed once at new schools who didn't know what they were getting into."

"I would not recommend that anyone transfer to Stout State University at this time. All the hotel instructiors quit. It is a very poor program. Also, there is difficulty with transfer credits."

"Delhi could help solve the transition problems encountered in transferrin to another college by being more encouraging about further studies. I felt the counseling center had no real interest in their job.

6. New Insights of Graduates

"My two years at Delhi were definately worth it, but looking back, I think I could have received a lot more from the college that was there at the time if I had a greater understanding of myself, my goals, and the field."

"If I was sure of the field that I wanted to go into before I graduated high school I would have never attended Delhi. But, believe me, I'm really glad things worked out the way they did."